



# Tackling the Tough Topic of Disproportionality in Schools

## Rockingham County Schools: LEA Implementation Story

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*“You will never change your life until you change something you do daily. The secret of your success is found in your daily routine.”*

*-John Maxwell*

*Presented by:*

*Stephanie Lowe Ellis, Ed. S, NCSP*

*Executive Director of Exceptional Children and Mental Health Programs*

*Exceptional Children Division March Institute 2018*



# Overview

Introduction to Rockingham County Schools

Mindset to Begin the Work

Use of Problem Solving Framework:  
Structure of Discipline Task Force

Goals/Hypotheses of Discipline Task  
Force/Equity Leadership Team

Lessons Learned and Application

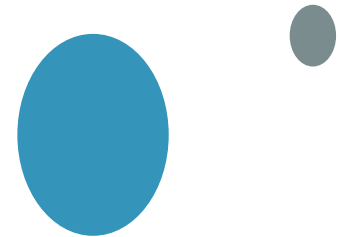


**“The place where the choice rocks!”**

Implementation Example

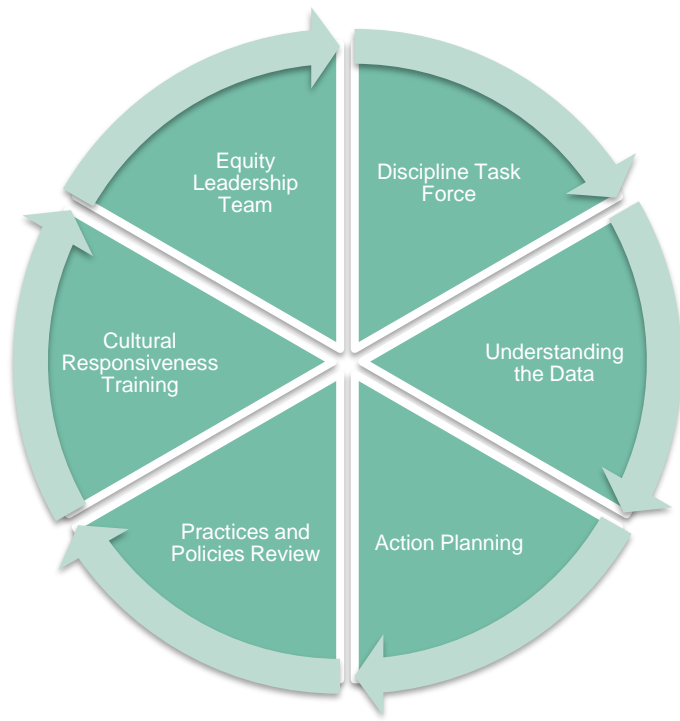
- 25 schools in Rockingham County
  - 25 PBIS (Implemented and Trained) schools (22 have received state recognition)
  - ~ 12, 000 students
  - EC Population: School Age- 2062, Preschool- 216
  - Rockingham County is designated as Tier 2
  - RCS is eligible for the Community Eligibility Provision for school lunch meals at no cost
  - Cohort 1 of MTSS

**Rockingham County:  
We are the North Star!**



# How do you eat an elephant.....one bite at a time?

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# Context and Rationale

What began our journey?



# The memo said.....

OSS > 10 days (2\* the state  
average rate = 1.00%

Rockingham Rate = 4.15% for AA  
EC students

Why not focus on AA EC students to address  
the issue?

# Got Disproportionality?



.....YEP!

Time to  
Problem  
Solve!

# In the beginning.....

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NCDPI Memo- EC Department

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Inspired by Dr. Cayce McCamish (NCDPI Behavior Support Data and Evaluation Consultant) Dissertation on Disproportionality

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Need for data across district

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DTF was created in July 2013

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S.Ellis Presented data 12-13 last school year in August 2013 at Administrator Retreat

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RCS was disproportionate across district

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Need for problem solving around the topic of disproportionality and disciplinary practices

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## **Disproportionality Defined**

- **Disproportionality refers to a particular racial/ethnic group being represented in a given category at a significantly higher or lower rate than other racial/ethnic groups.**

# CALCULATION OF A RISK RATIO

A relative risk  
GREATER than 1  
means the risk is  
INCREASED for  
that population

A relative risk of 1.0 means  
there is NO association  
between the risk factor and  
the population

A relative risk LESS than  
1 means the risk is  
decreased for that  
population

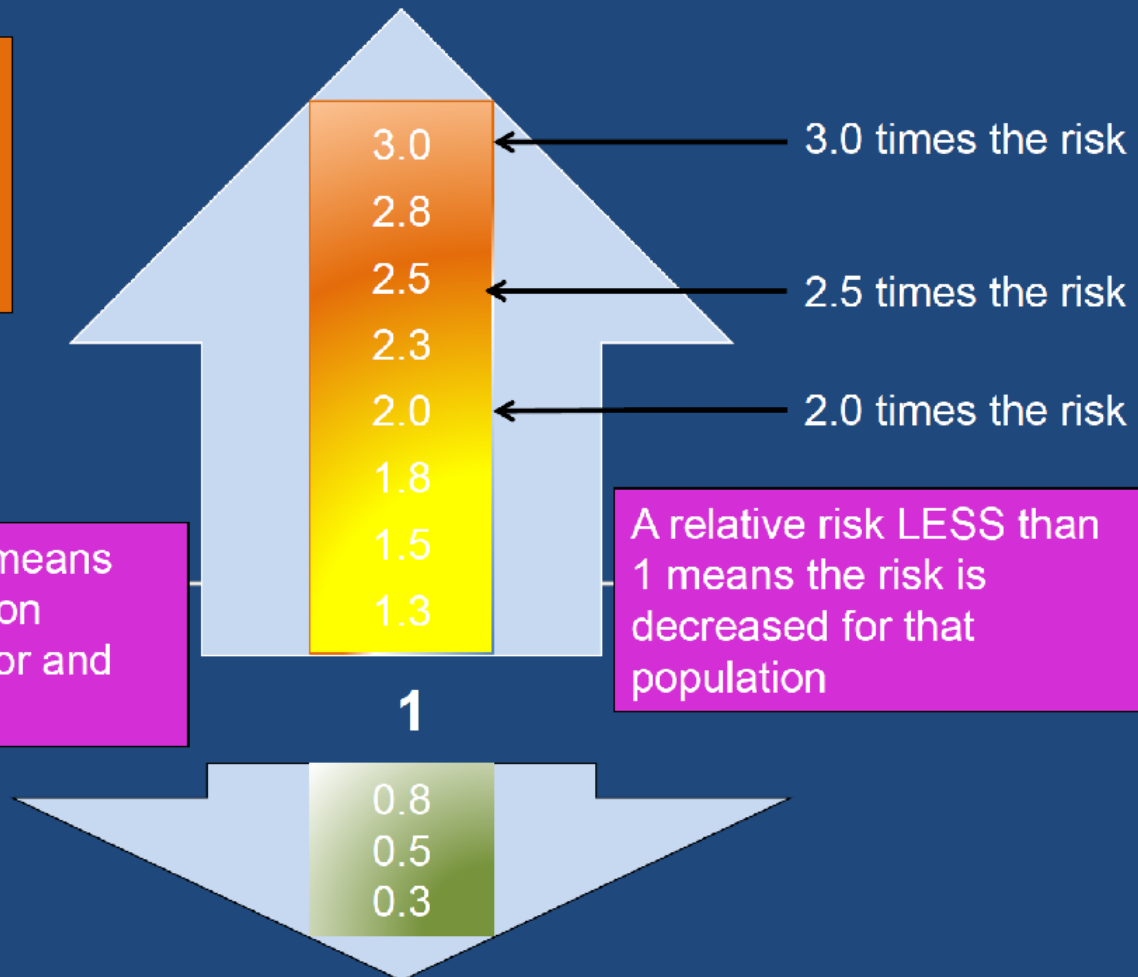


Image recreated from:  
<https://cpmc.coriell.org/genetic-education/understanding-risk>



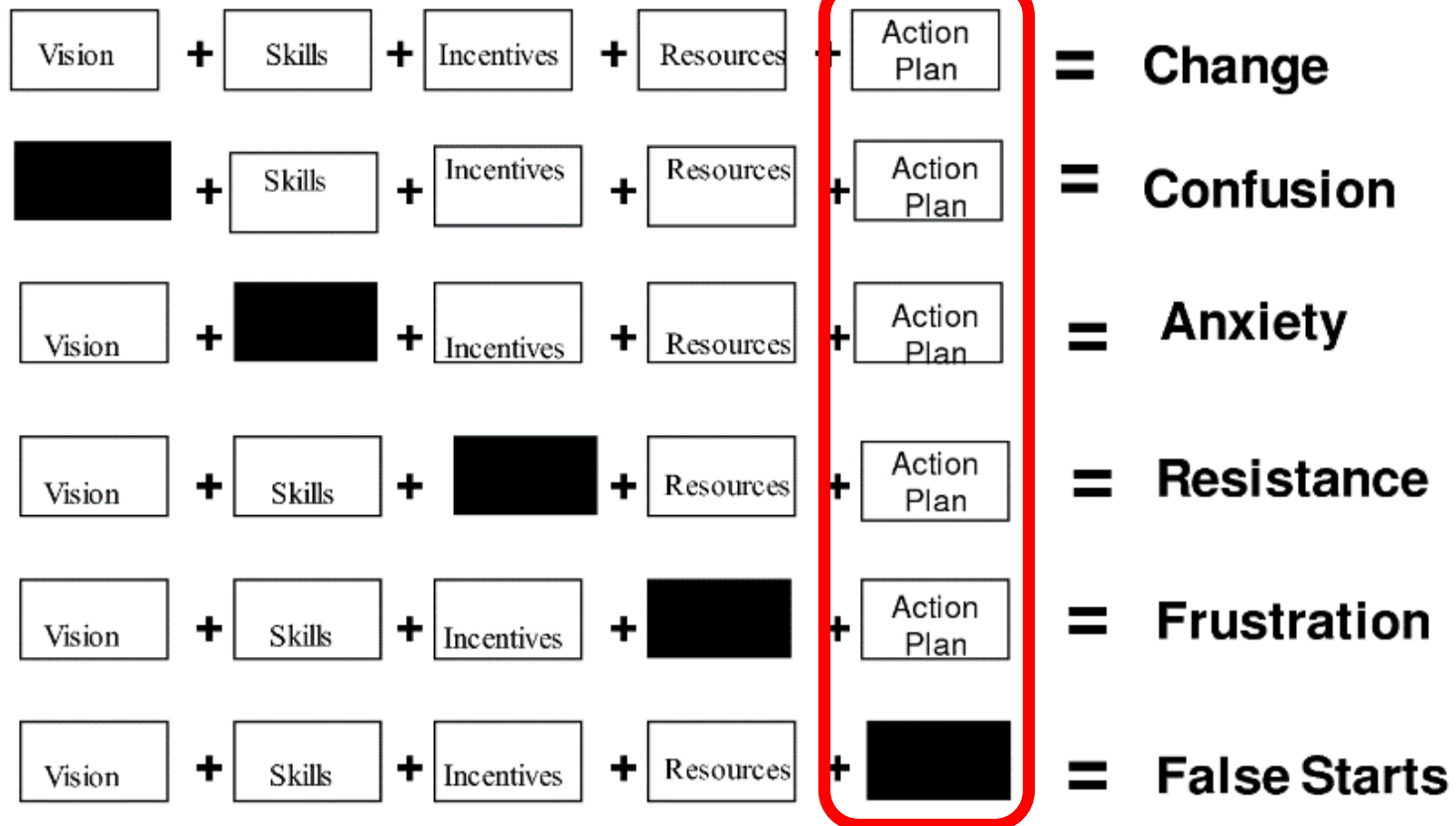
Consider this.....How easy is to move this ship?



# Considerations

## Consensus-Building Tool #3

# Managing Complex Change



Adapted from Knoster, T.

# Facilitating Change: How Long Does it Take?

## School Culture

### School Culture

- Practices
- Beliefs
- System Structures

**2-4 Years**

## Outcome Data

### Outcome Data

- Standardized Tests

**4-7 Years**

# Our Golden Circle

## Why?

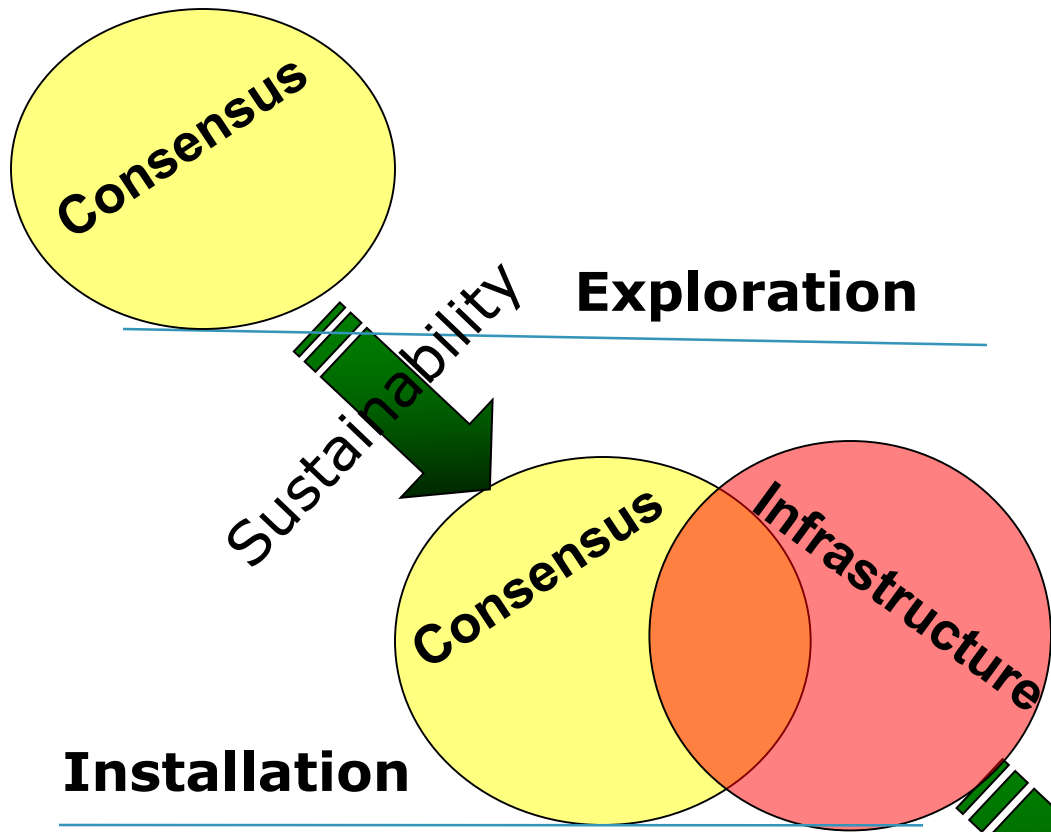
Rockingham County Schools will empower each child to be a life-long learner, equipped to contribute in a changing, complex society.

## What?

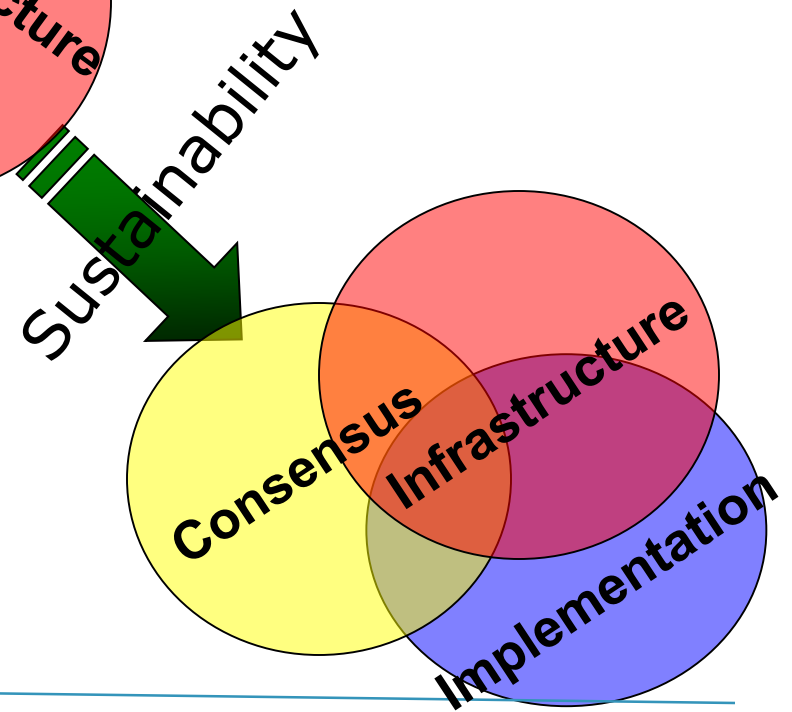
Awareness Building,  
Data Disaggregation,  
Data Interpretation,  
Build capacity for  
culturally responsive  
practices that promote  
equity

## How?

Discipline Task Force  
Aligned Improvement  
(MTSS, PBIS, School  
Improvement)  
Equity Leadership Team



## Essential Components of the Implementation Progression



**Implementation**

# Foundation for Disciplinary Problem Solving

# Disproportionality Self Assessment for Problem Solving Disciplinary Disproportionality

1

The purpose of this LEA Self-Assessment is:

- to provide a structured framework for LEAs to access relevant data,
- critically reflect on factors that contribute to disproportionality,
- and establish a clear understanding of the complex factors associated with disproportionality.

2

This document is designed to support the team with:

- initial steps of Identifying and Describing the Problem with Precision
- developing Hypotheses Statements.

3

The team will be supported with identifying appropriate Solutions through targeted reflections by using the LEA Self-Assessment.

4

Focus:  
Disciplinary policies and practices

# First Hypothesis

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## Need for DTF for problem solving discipline practices

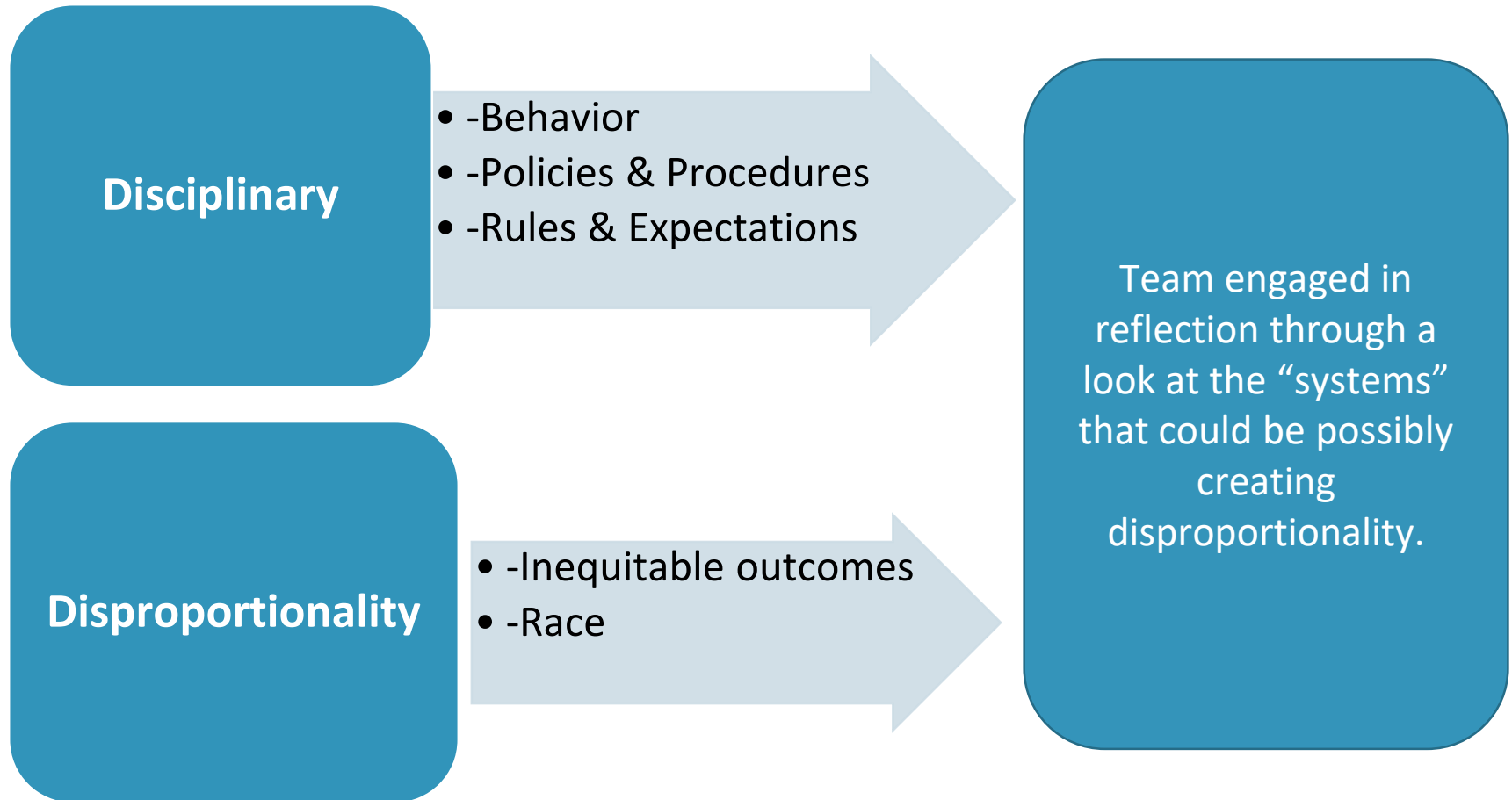
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RCS exhibits disproportionality as there is not currently a team of professionals with appropriate decision making authority to make policy changes and address inconsistencies with discipline practices.

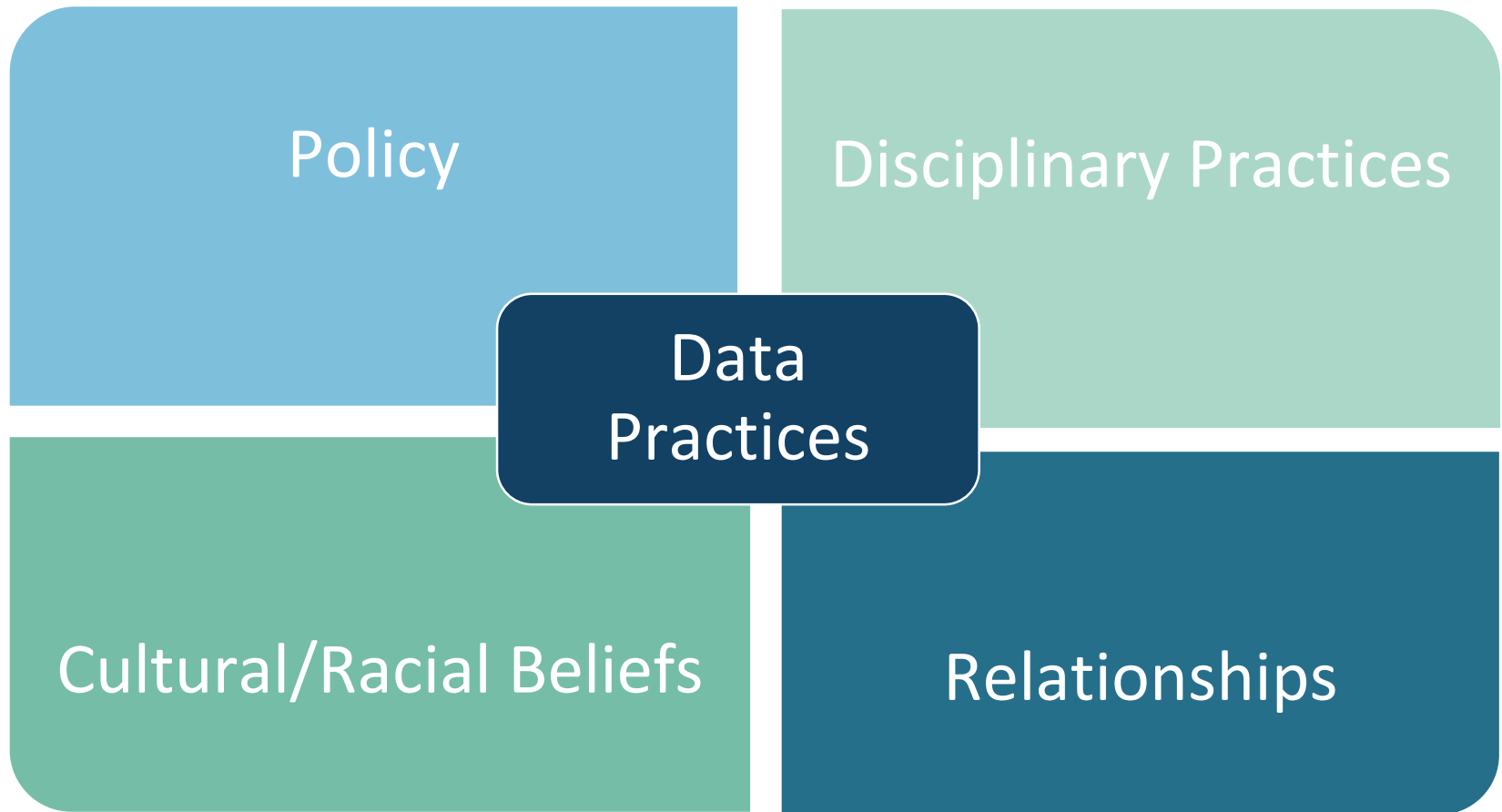
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RCS district team is needed and developed as a “district problem solving team” to help guide RCS policies, procedures (handbook, homebound, and coding) and to provide support to schools.

# What are we really talking about?



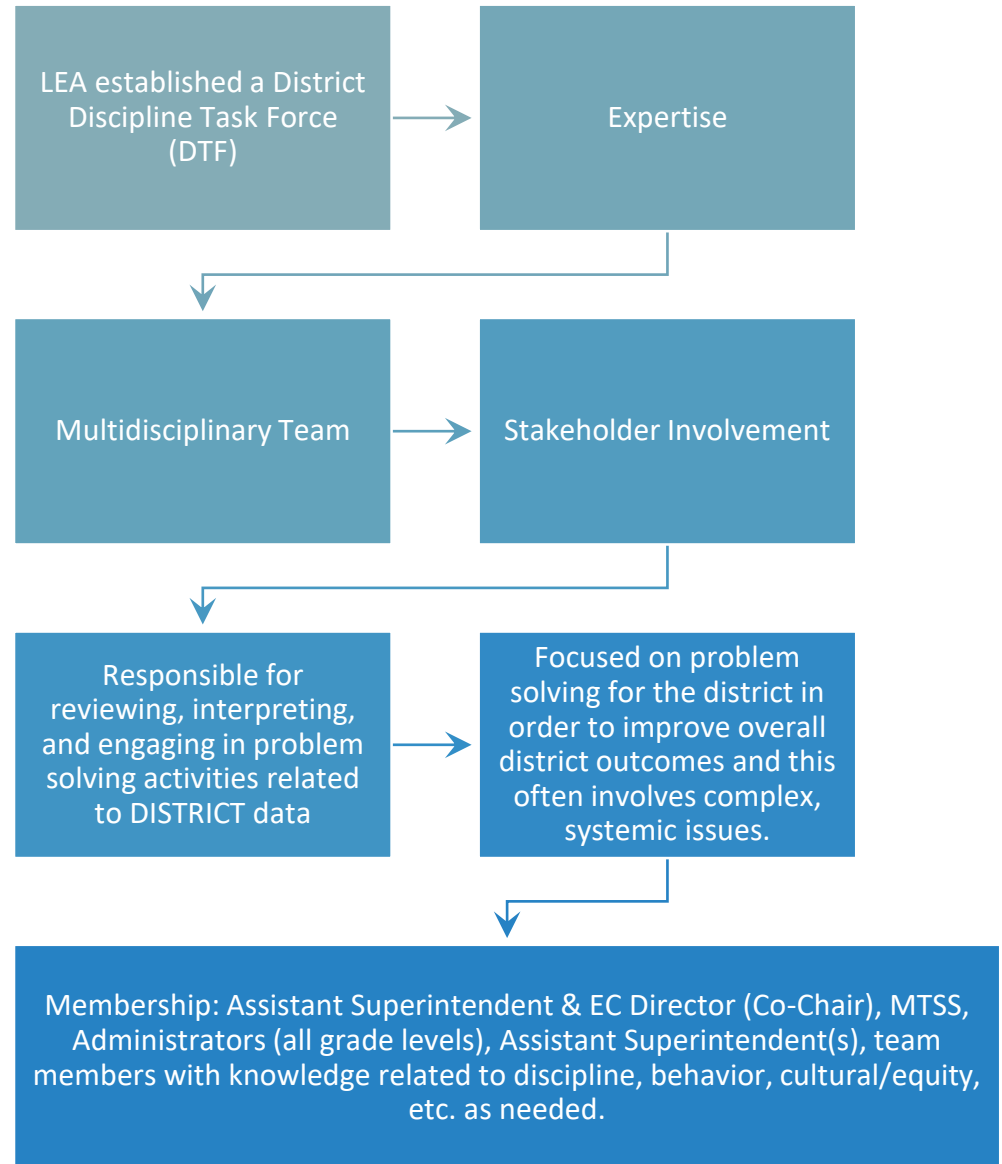
# Revised Model for Evaluating Disciplinary Disproportionality

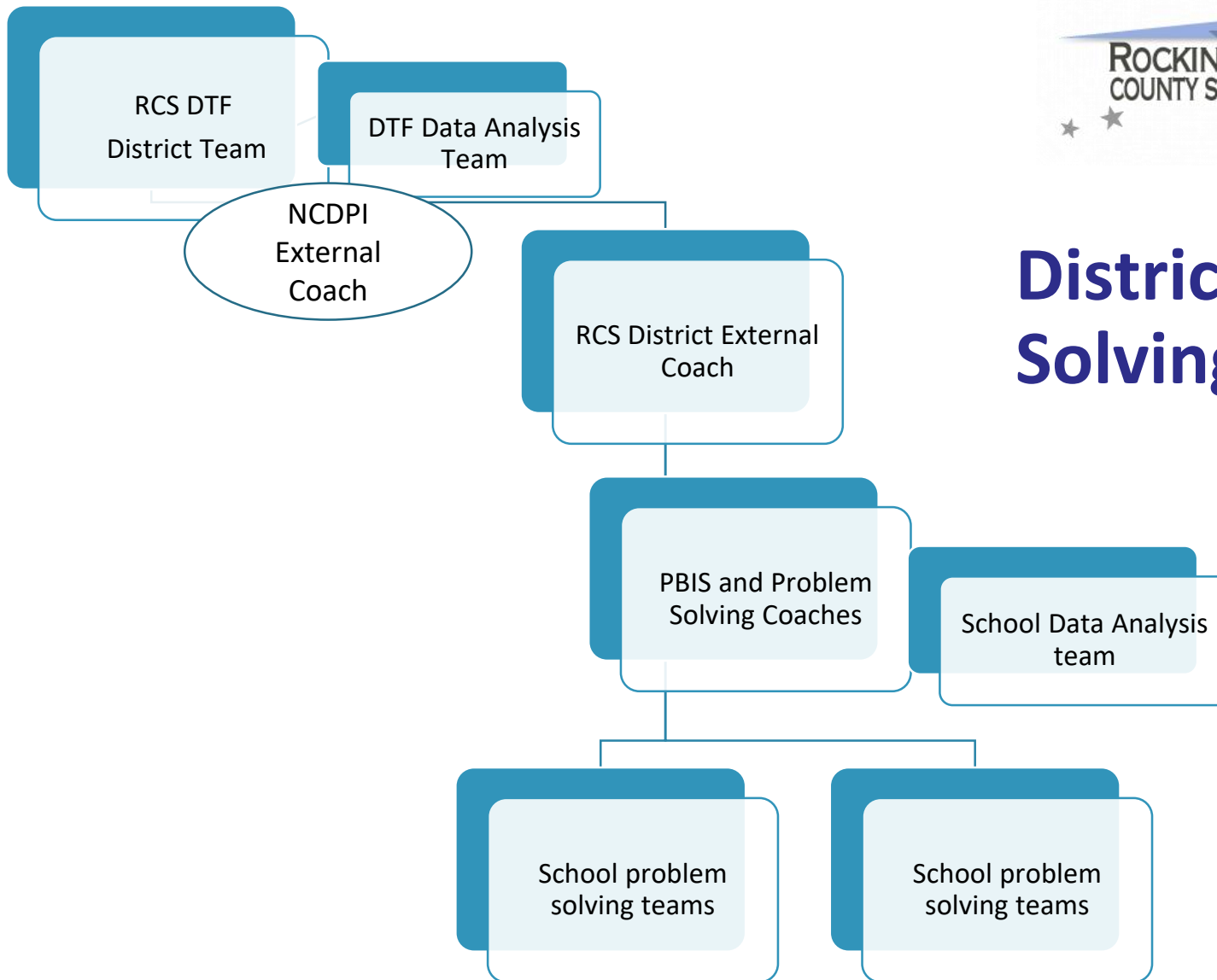




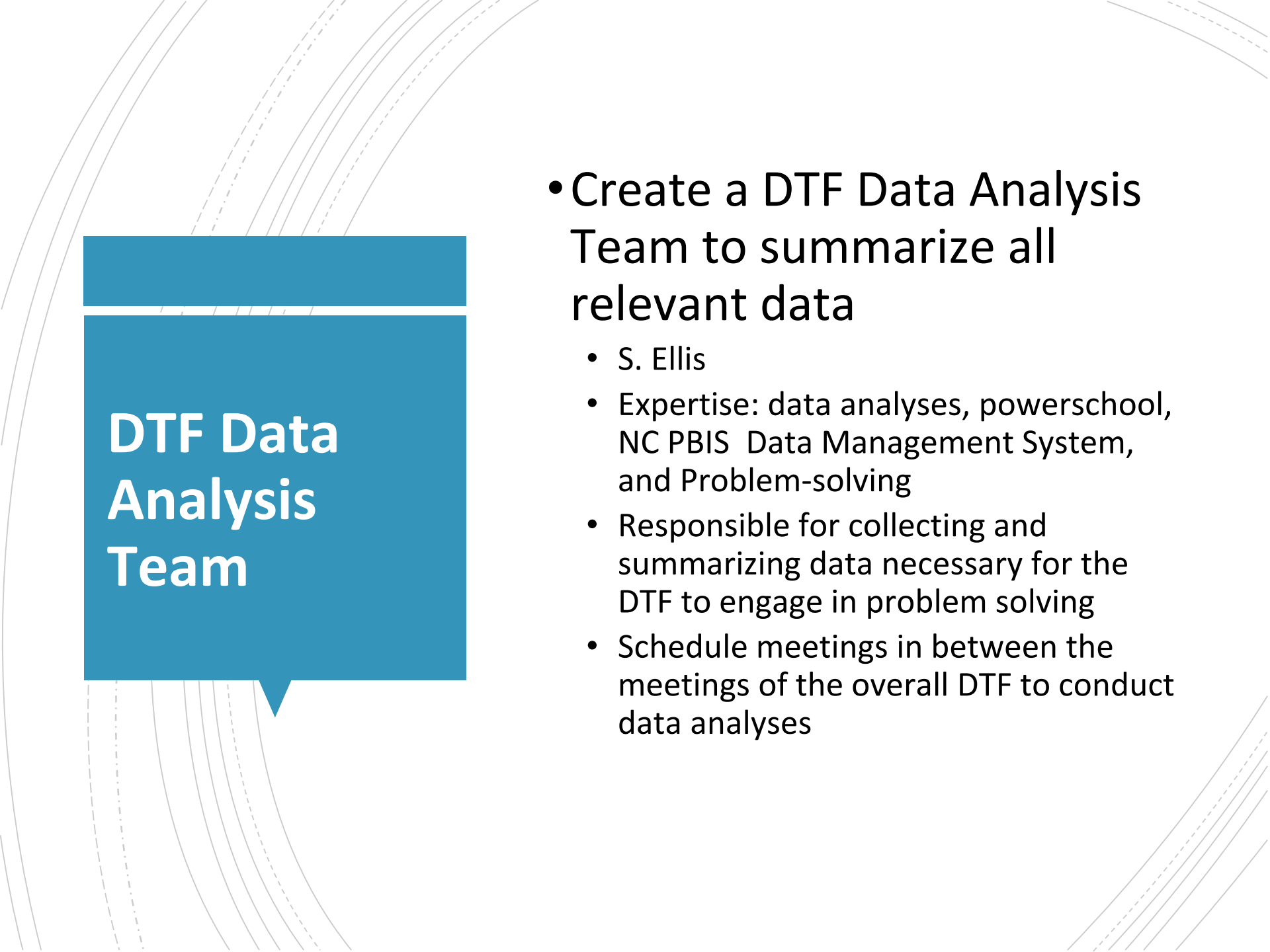
# **Discipline Task Force:** Building an Infrastructure for Problem Solving

# District Discipline Task Force (DTF)





# District Problem Solving Structure

The background of the slide features several thin, curved lines in shades of gray, some solid and some dashed, creating a modern, abstract design. On the left side, there is a blue rectangular box with a white border and a small white triangle pointing downwards at the bottom center, resembling a speech bubble. Inside this box, the text "DTF Data Analysis Team" is written in white, bold, sans-serif font.

## DTF Data Analysis Team

- Create a DTF Data Analysis Team to summarize all relevant data
  - S. Ellis
  - Expertise: data analyses, powerschool, NC PBIS Data Management System, and Problem-solving
  - Responsible for collecting and summarizing data necessary for the DTF to engage in problem solving
  - Schedule meetings in between the meetings of the overall DTF to conduct data analyses

# RCS Discipline Data Analyses



- Create all data summaries
  - District Data Summary
    - ODRs
    - RR/RI (for LEA and by type of school)
    - OSS/ISS
    - EC status by outcome
    - Policy crosswalk
  - School Data Summaries
    - ODRs
    - RR/RI
    - Referrals by types of behavior and race
- Create necessary documents/materials needed for DTF meetings

## Second Hypothesis

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# Need for DTF for problem solving discipline practices

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RCS and staff were not trained on disproportionality, definitions, calculation, or overall understanding of disproportionality and this relates to services with students. In addition, RCS schools were not aware of their own disproportionality. The use of a TIPS problem solving process and discipline “teams” in each school is needed to help “problem solve” discipline data.

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# Presenting the Data to Staff

Administrator Retreat,  
PBIS Coaches Meeting,  
School Psychologists,  
EC Leadership

Defined Disciplinary  
Disproportionality, Risk  
Ratio, Risk Index, and  
explained all data  
analysis methods

Present Overview of  
the Four Domains of  
Power Study and  
findings

Presented district data  
summaries

Activity: Data Gallery  
Walk- feedback

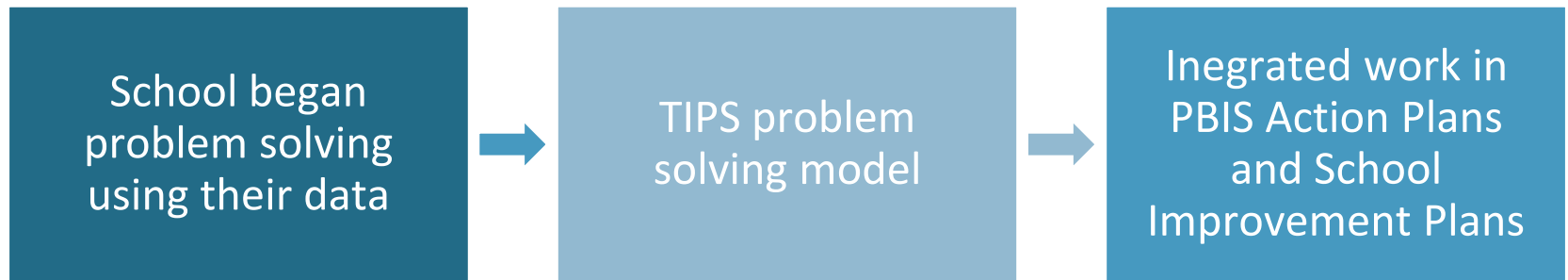
School Summaries

Reflections

## School Level Problem Solving

- Each school received their own schools data (as detailed by data review- broken down by school level)
- Administrators Received TIPS Problem Solving Training (S. Ellis)
- Each school received powerpoint template to share with schools, data package (ODRs, RR/RI, Referrals by types of behavior and race)
- Each School submitted TIPS agenda with problems solving hypothesis based on their data (action steps identified by each school)
- Feedback was given to each school regarding action steps from DTF

# Coaching Cohort



# Sustainable and Improved Educational Outcomes



Improved Educational Outcomes

Positive Student Outcomes  
Improved Achievement, Improved Implementation, Decrease ODRs

Coaching  
External/Internal Coaches

Communication  
Collaboration Between Schools  
and District

Coach Training  
School Training  
Specialized Training

School and Coach  
Meet Selection  
Criteria

Identify, Respond, and Support PBIS  
Teams, Accountability, Priority,  
Visibility,

Achievement Data,  
Discipline Data  
Access,  
Implementation Data

**Integrated &  
Compensatory**

Competency Drivers

Organization Drivers

Leadership

Understanding how to support team with responding to different  
types of problems (simple solutions vs. complex)

*Fixsen and Blase, 2006-2012*

# Discipline Task Force Guidance Documents and Problem Solving

# Summary of Data Gallery Walk

## Policy:

- Need to define disruptive
- Inconsistent definition/ lack of clarity of various behavioral offenses
- Consider how disproportionality can be addressed in SIP

## Disciplinary:

- Bus supervision
- Support teachers with effective classroom strategies and effective consequences and engagement
- Conversations/training with staff / to increase staff awareness about disproportionality

*Team  
Initiated  
Problem  
Solving  
(TIPS)  
Model*

**Structural Domain Data:**  
Did we achieve our goal?  
If not, why not?  
Continue the process for this or other Domains.

**Structural Domain Data:**  
Are our disciplinary policies consistent and include clear definitions?  
Do we have a problem?

**Structural Domain Data:**  
“Disruptive” and “Other” behavioral offenses are not clearly defined or even listed in the policies.

Structural Domain

**Structural Domain Data:**  
Who is doing what by when?  
What is the goal?  
How will we measure fidelity?

**Structural Domain Data:**  
Clearly define “disruptive” behavior and train staff, avoid “other,” and propose policy revisions to include “disruptive.”

# Third Hypothesis

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## Concerns about Homebound for disciplinary reasons

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RCS exhibits significant disproportionality (for students with IEPs and also AA students) because there are no current homebound policies and procedures listed or described for the LEA which results in the overuse of practices. (Specifically, inappropriate usage of homebound and the use of Individualized Alternative Instruction with no clear definition of homebound services.)

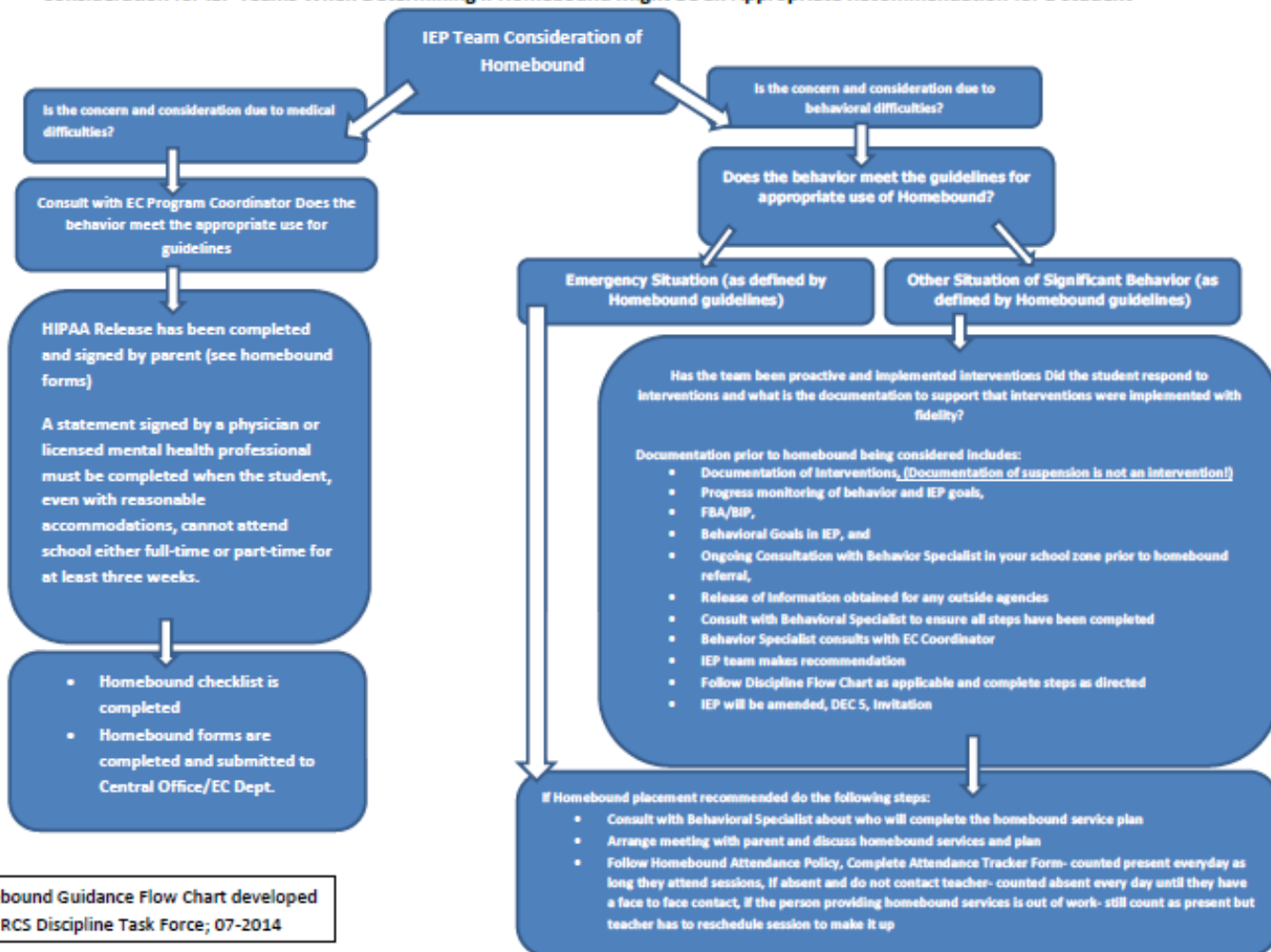
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Homebound Narrative Summary

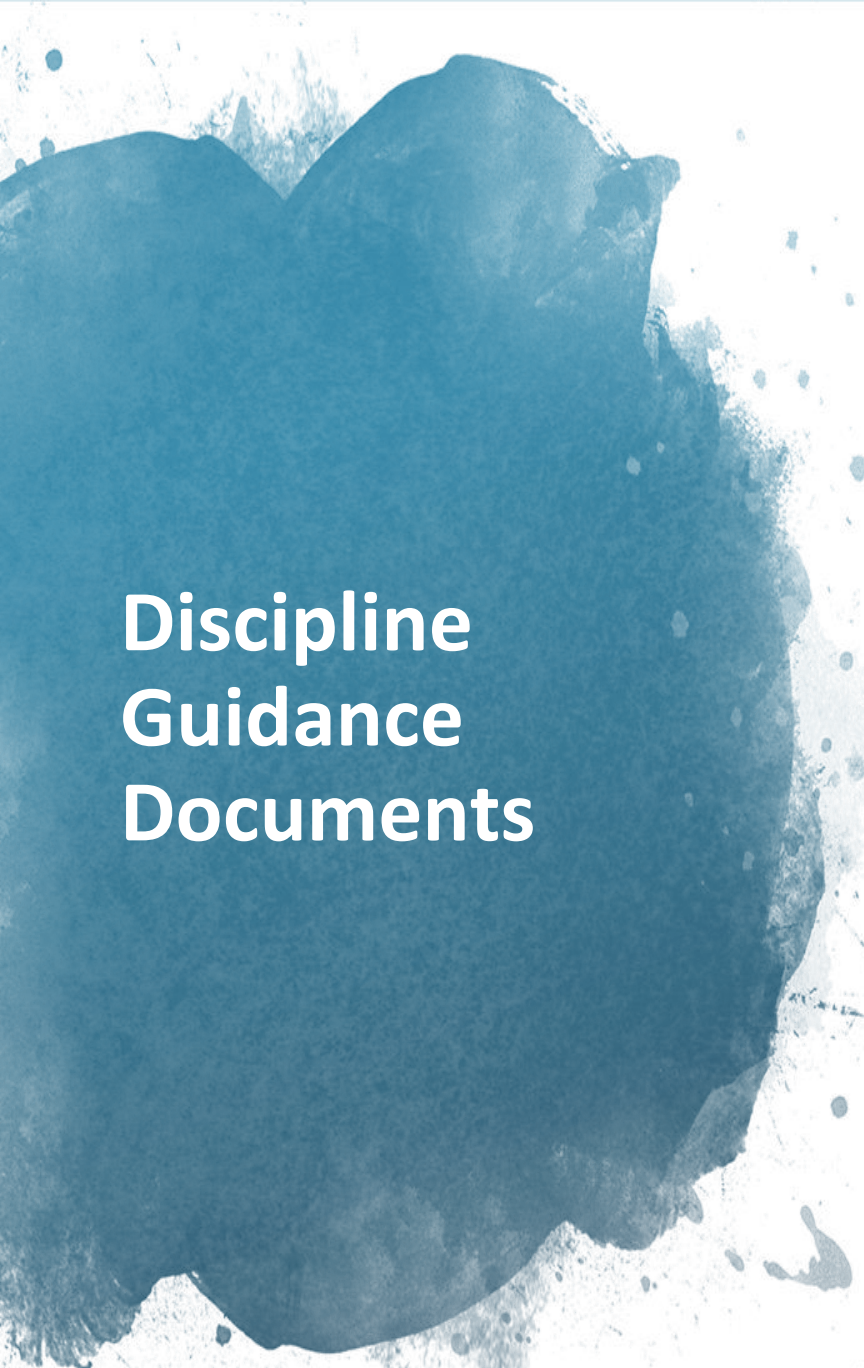
Homebound Flow Chart



## Consideration for IEP Teams When Determining if Homebound Might Be an Appropriate Recommendation for a Student



\*Homebound Guidance Flow Chart developed by RCS Discipline Task Force; 07-2014

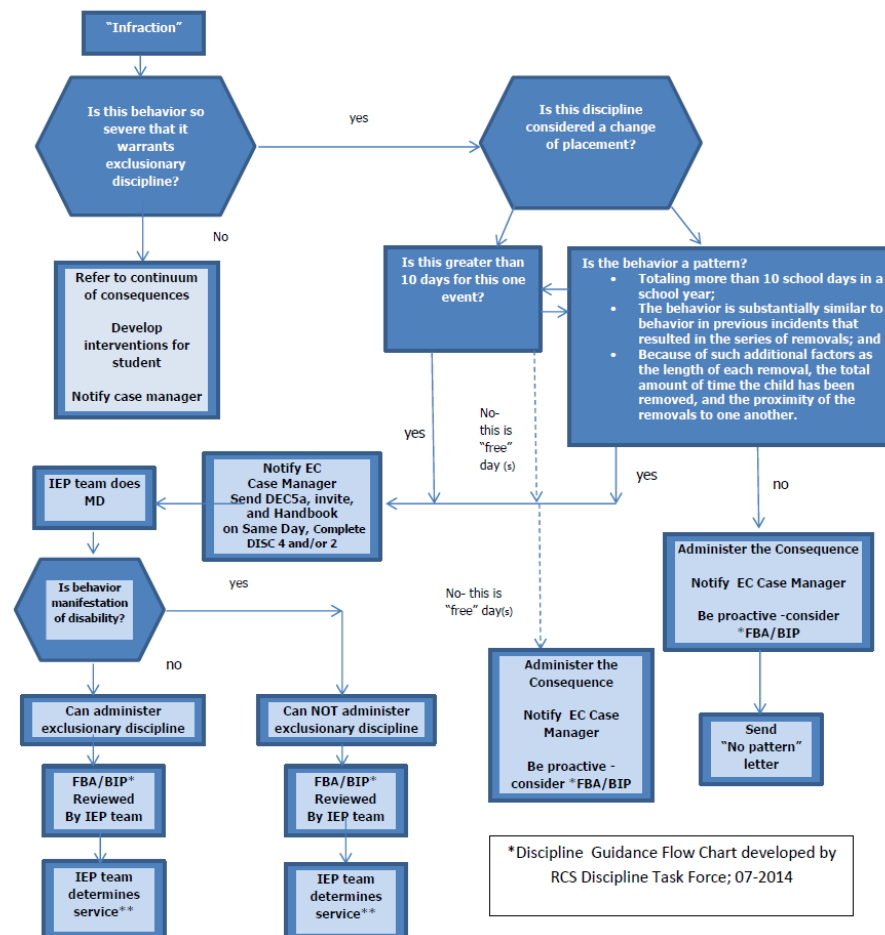


## **Discipline Guidance Documents**

- Extension of Homebound Guidance Documents
- Discipline Narrative Summary- EC
- Discipline Flow Chart



## Discipline Flow Chart for Students with Special Needs



Exclusion/removal (counted as suspension) includes any action for disciplinary reasons that results in less than full day service as defined in the IEP including access to special education and general curriculum. (Examples include: OSS, ISS with no EC service, Bus suspension if no EC service, Days missed while waiting for an IEP meeting staff a Change of Placement, Modified Day for disciplinary reasons.)

\*FBA requires reevaluation, FBA/BIP cannot be considered reviewed unless there is current progress monitoring data

\*\* Regardless of change of placement, schools are responsible for providing service

## Fourth Hypothesis

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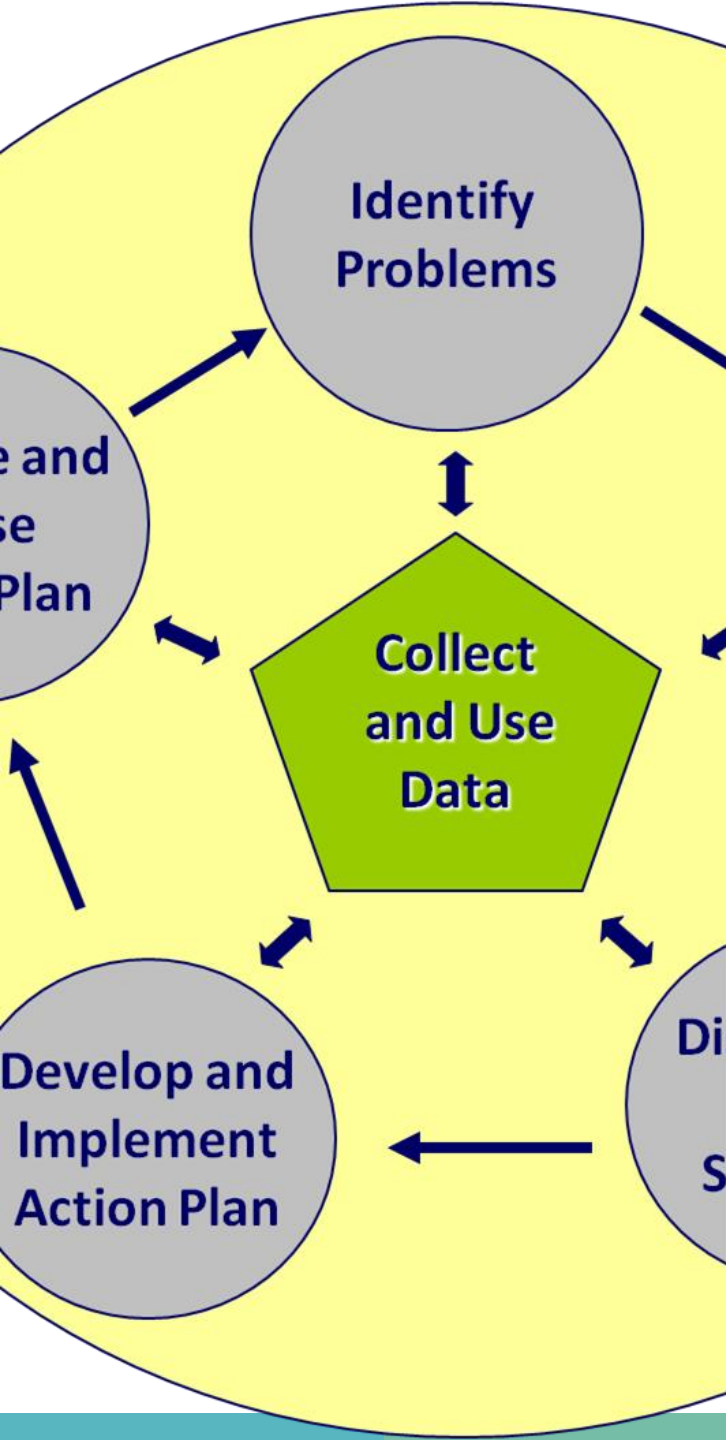
# Need for Clarification of Handbook

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RCS does not have a policy to address current response to “repeat offenders”. These “repeat offenders” are coded inconsistently across the district and also response to these ‘repeat offenders’ varies by administrator. In addition, definitions are not clear with respect to infractions (i.e. disrespect, insubordination, disruptive behavior).

# Discipline Policy Crosswalk

| District Code of Conduct (start here)  | Dress Code Violation                                    | Bus Misconduct  | Use (smoking, dipping) or possession of tobacco products, including e-cigarettes, on school property or at a school event | Using profane, obscene, lewd, vulgar or indecent speech | Disrespectful conduct toward school personnel   | Hitting, kicking, pushing or punching another student or similar misbehavior which does not cause a serious injury | Undisciplined : habitual violation of school rules, repeated failure to comply with staff directives or other repeated oppositional behavior that is disruptive  |
|--|---|---|---|---|---|--|--|
| Rating of entries  |   | 3   | 2   | 4   | 2   | 2  | 3  |
| Notes: Add consequence continuum for all behaviors; how to ensure consistency across district with how schools <u>define</u> major/minor; minor violations vs serious violations | defines by <u>negative example</u> , examples not clear | no definition; no examples; Consider major/minor definitions and consequences ; coding clarification about <u>when to use this category</u> vs listing specific bx and then bus as location | <u>some behaviors have all three offenses in one level</u> and others don't   | What do the terms mean? <u>Need to define?</u>          | <u>need to define</u> ; directed toward staff- other bx descriptors for bx directed toward peers; list examples | <u>where is the line</u> between this an horseplay; is this physical aggression;                                   | <u>disruptive behavior is not listed in the policy</u> ; examples are vague; need to define; maybe disruptive is not the same thing as undisciplined; undisciplined seems to be about repeat offenses; |



# Examinations of Definitions

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- District Policy Crosswalk to examine clarity and consistency in district disciplinary policy
- Key Findings:
  - “Undisciplined” is used to capture repeat offenses and disruptive behavior
  - Disruptive is not defined
  - Need a continuum of consequences for repeat offenses
  - Behaviors listed in policy do not match data system descriptions
- Possible Solutions:
  - Review/revise district disciplinary policy
- Ratings:
  - 0= not listed
  - 1= Listed
  - 2= Has 2 factors. (Listed and consequences OR Listed and defined)
  - 3= Has 3 factors. (Listed, defined and consequences OR Listed, defined and examples)
  - 4= Has 4 factors. (Listed, defined, consequences and examples)

# Activity



[RCS Discipline Regulation Guide](#)

Web Address:

<https://www.rock.k12.nc.us/Domain/2860>

## Find Your Districts' Discipline Handbook

- Find your districts Discipline Regulation Guide or Discipline Handbook
- Complete Find the area of Disruptive Behavior, Insubordination, and Disrespect and rate your area with the following:

### Ratings:

- 0= not listed
- 1= Listed
- 2= Has 2 factors. (Listed and consequences OR Listed and defined)
- 3= Has 3 factors. (Listed, defined and consequences OR Listed, defined and examples)
- 4= Has 4 factors. (Listed, defined, consequences and examples)

# Sixth Hypothesis

## Need for Real Time Access to Data

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RCS does not have access to accurate and timely data that is consistent with NCDPI data decision rules for real-time problem solving at the district and school level. Therefore, the DTF will request specific data using a stakeholder request from to obtain access to needed data for the current school year.



# Problem Solving Data Tool

- DDS Spreadsheet
  - ODR(s)- Month, Ethnicity, Grade, Behavior, Reportable Offense, Persistently Dangerous
  - Risk Ratio
  - EC ODR
  - Outcomes by Race
  - EC Outcomes
- Training for DDS Spreadsheet
- Expanded to DataMart now!
- Real-Time Problem Solving!
- Use for problem solving and identifying district action steps, school action steps

# Seventh Hypothesis

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## Need for Scaling Up Behavior Practices

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RCS does not have a classroom management or behavioral foundations professional development series at this time to help ensure appropriate practices are implemented within the general classrooms. The DTF proposes a course syllabus is developed to address teacher professional development needs for behavior supports within classrooms.

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# Re-Developed Functional Behavioral Assessment and Behavior Intervention Plan Training, Development, and Problem Solving

1

Updated Functional  
Behavioral  
Assessment Forms

2

Focus more on  
Understanding of  
Behavior than just  
completing  
paperwork

3

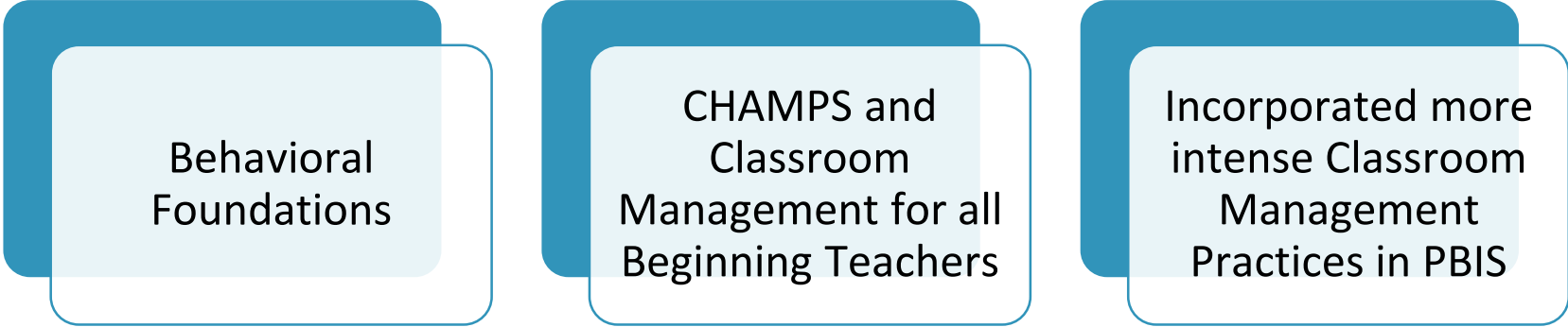
Ensuring  
understanding of  
Antecedent-Behavior-  
Consequence

4

Behavior Plans

- Improved  
Connection to FBA
- Improved  
Monitoring

# Scaling Up Behavior Practices



Behavioral  
Foundations

CHAMPS and  
Classroom  
Management for all  
Beginning Teachers

Incorporated more  
intense Classroom  
Management  
Practices in PBIS

Classroom  
Management

Mental Health

Understanding  
Intensive Behavior:  
FBA/BIP

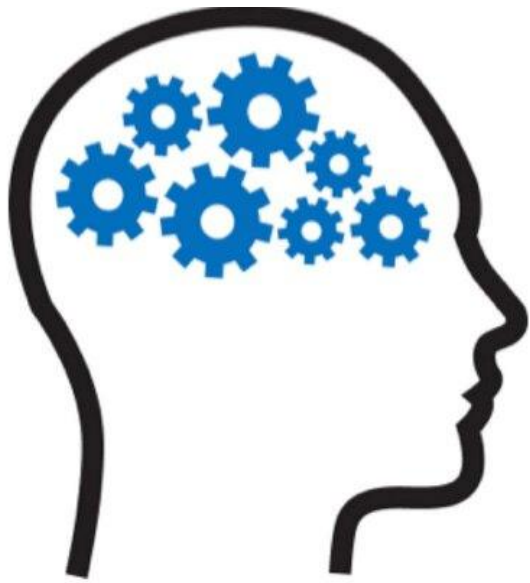
Behavior Foundations

# Tough Conversations

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“Push harder than yesterday if you want a different tomorrow.”

-Anonymous



What does it take  
to Change Hearts  
and Minds?

# Focus on Equity: Expanding the Conversation

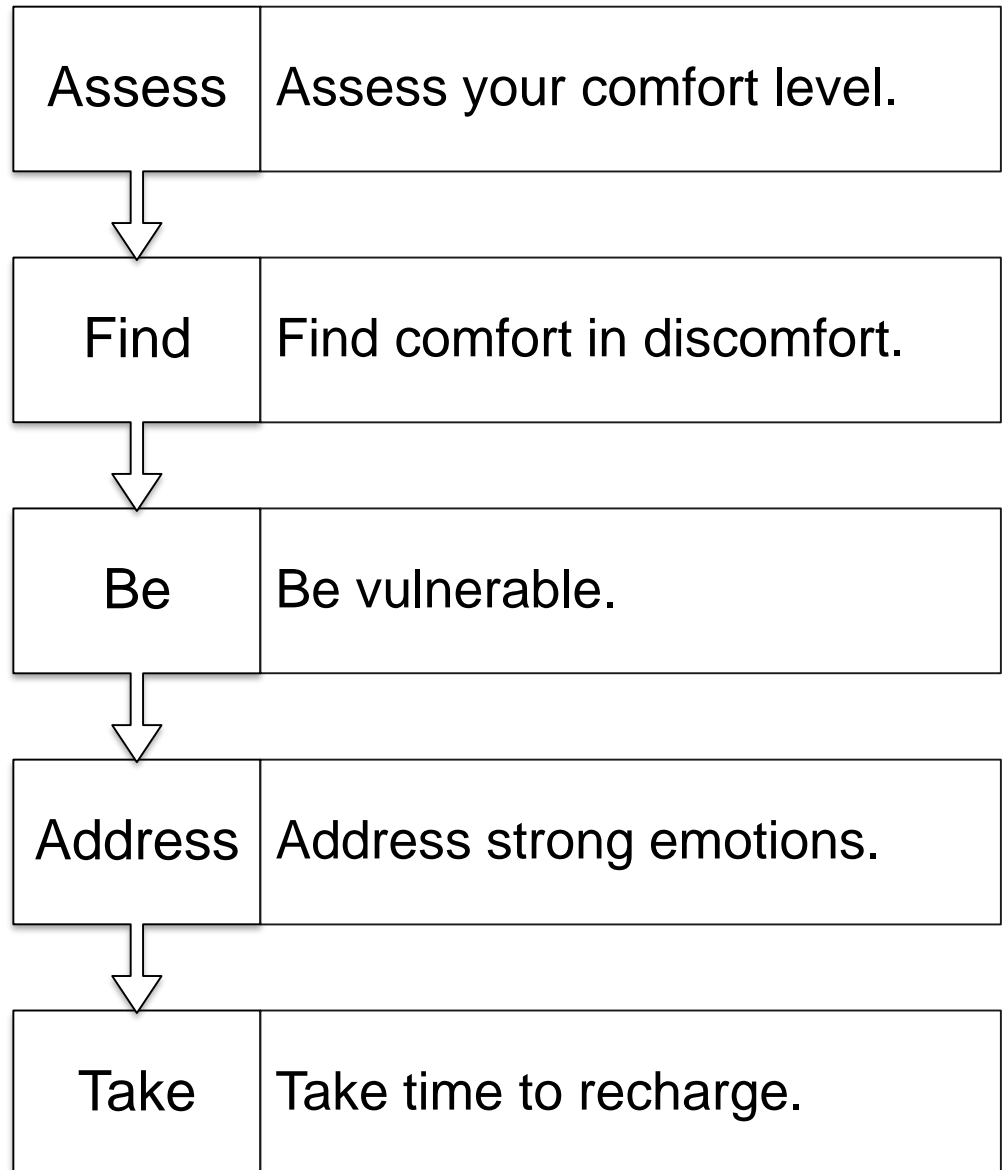
- **Equity Leadership Team**

- Training for Administrators
- Leadership for District with Focus on Equity
- School Improvement Plans- include focus on Equity

- **Goals of the Equity Dialogue Circles**

- Equity Dialogue Circles are designed to help create a culture of talking about equity in the schools.
- Broaden the community of school leaders for equity to include the teachers and administrators in every school in Rockingham County
- Practice using an equity lens to explore school- and community-based issues
- Build and deepen relationships among school-based administrators and teachers and among central office staff around the shared commitment to equity
- Assert the commitment to equity of Rockingham County Schools with its staff, teachers, students and parents

## First Steps- Conversations about Race





# Prepare Your Leadership

- Make sure they understand the “Why”
- Give them time to practice: Practice, Coach, Reteach
- Implementation Science (Prepare the Coaches, then implement slowly but surely)
- Provide materials and review them thoroughly- allow people enough time with them
- Give them time to practice the “discomfort”

# Conversations about Race

## Affirm

- **Affirmation.** Offer understanding. You don't have to agree with what the person has said, but responses should be empathic, acknowledge the underlying feelings, and build rapport while working toward a common purpose. Try to connect emotionally and look for shared understanding.

## Counter

- **Counter** Help develop a more complex understanding by providing supplemental information that “counters” the question. Remember that growth occurs when participants leave their comfort zones. Explain the root cause of the problem, focusing on institutional and structural drivers of racial inequities, as opposed to individual decisions. Name race.

## Transform

- **Transform.** Offer concrete ideas for actions the person can take, based on the new information you have just provided. Support application of new knowledge and awareness. Describe the benefits of addressing racial equity, and provide paths that lead to solutions.

# Commitment to Equity

- Embed Equity in Everything you do:
  - School Improvement
  - Strategic Planning
  - MTSS
  - Policies
  - Data Reporting
  - LEA Self Assessment

**motivation**  
*is what gets you started.*

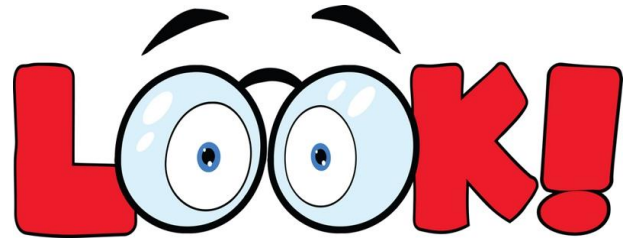
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**commitment**  
*is what keeps you going.*

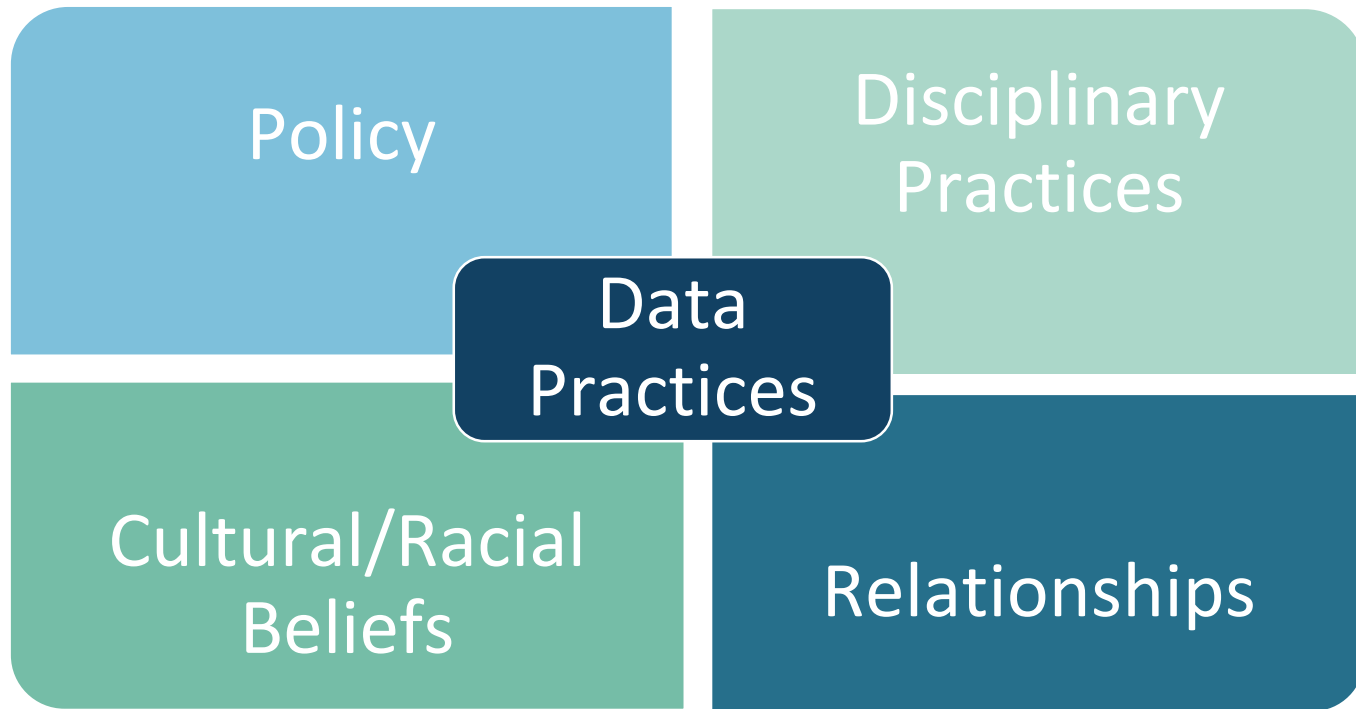
# Activity

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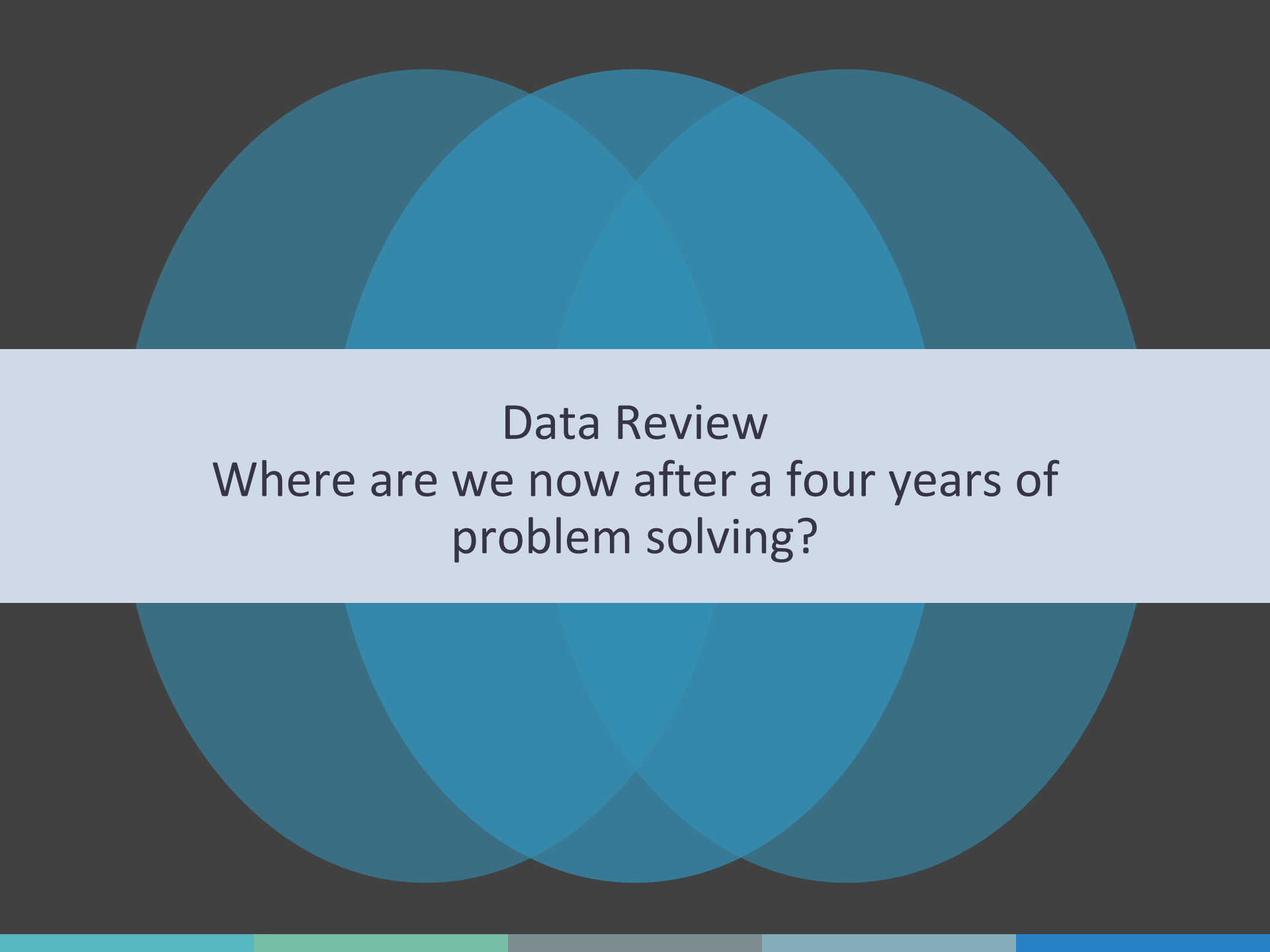
- Take a look at your problem solving handout.
- What areas in Data, Policy, and Systems do you need to look at for your district?



# Assess Your Level of Readiness:



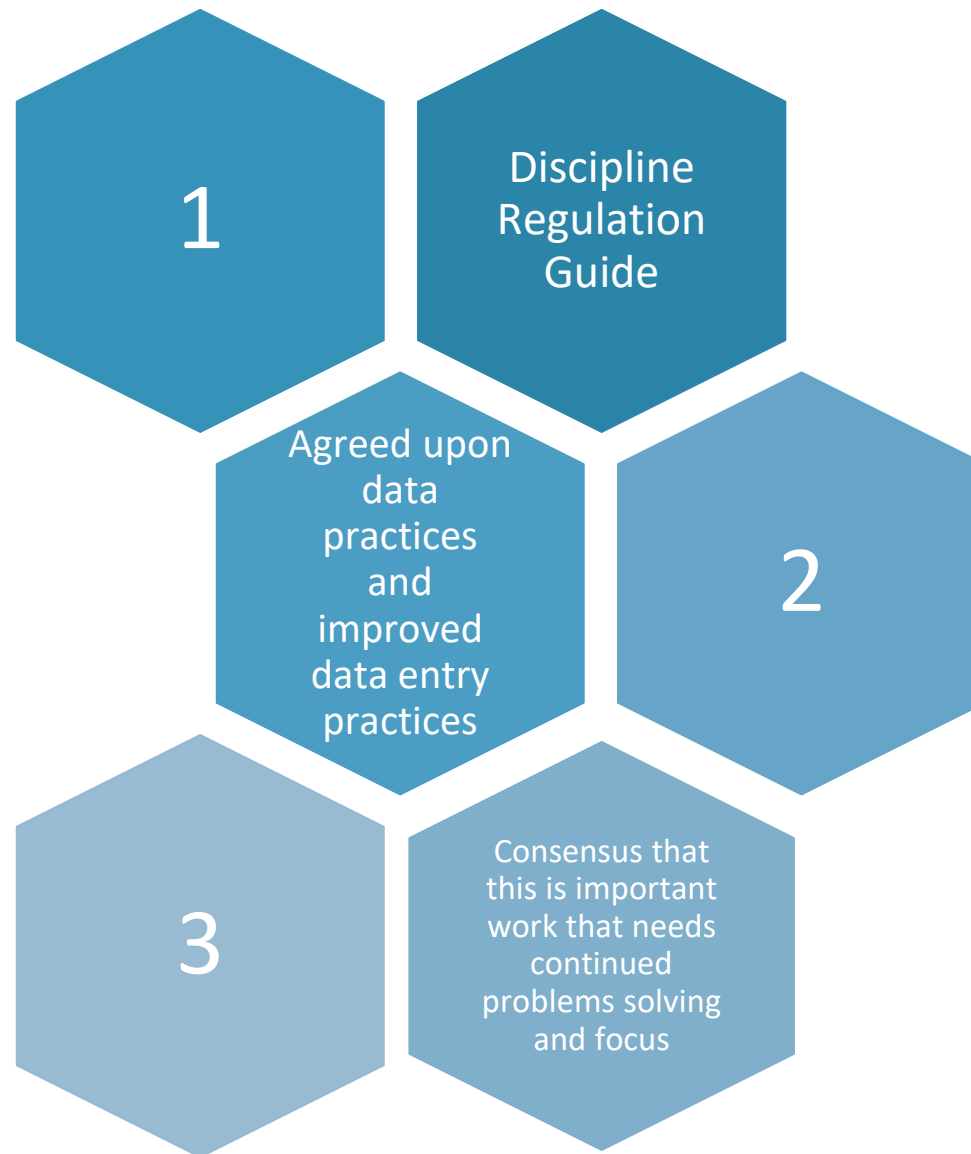
- 0= No activities have started specifically about the area of racial equity or disproportionality.
- 1= We have data describing risk ratio and risk index for all subgroups including SWD.
- 2= We have a team that meets regularly to discuss disproportionality and racial equity.
- 3= The team regularly presents information and sets a tone of expectation for our district
- 4= We have guidelines and information ready to share in training.
- 5= We have training materials, coaching in place, and a timeline of implementation.



## Data Review

Where are we now after a four years of  
problem solving?

# Improved Data Practices

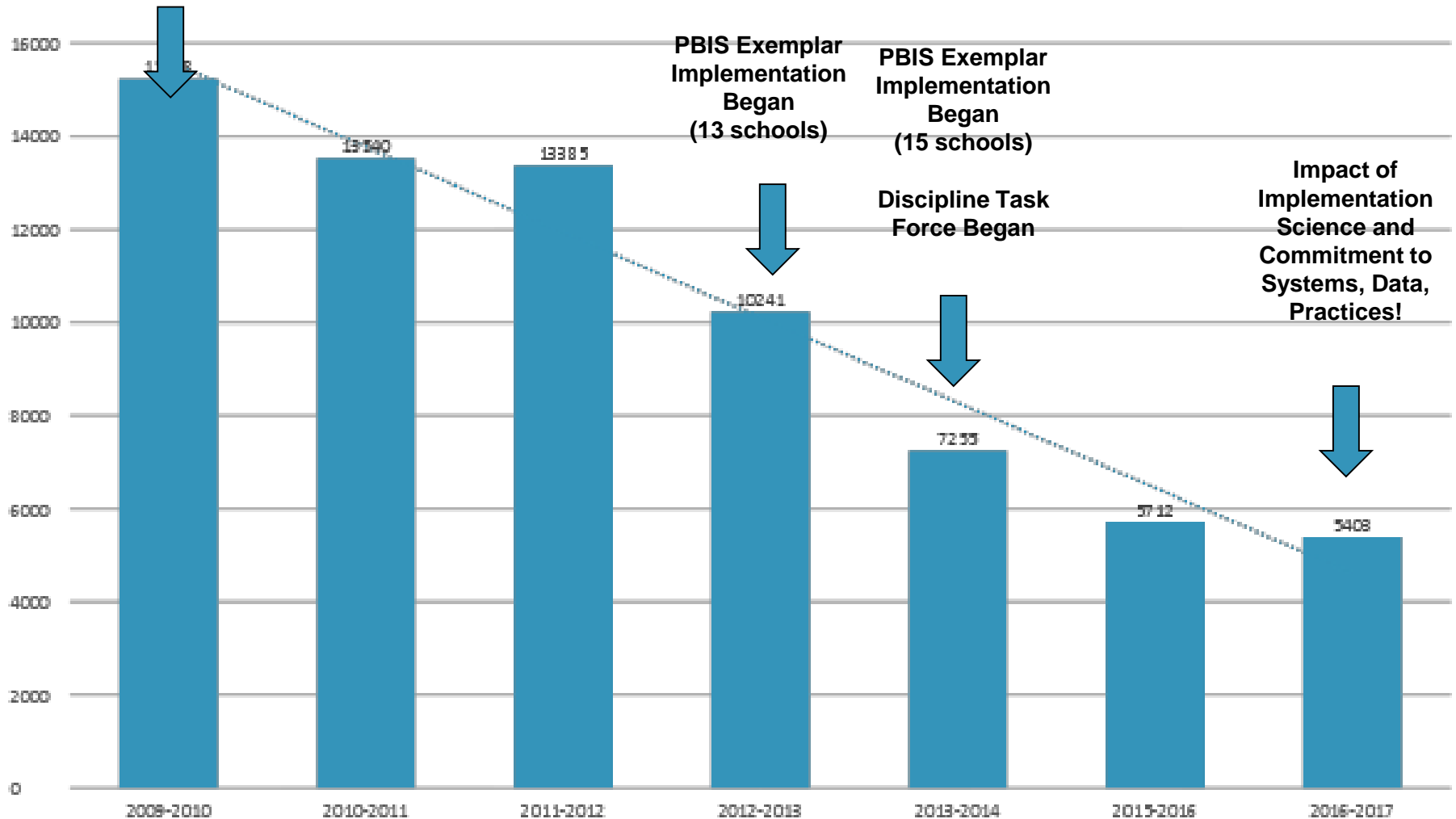


# RCS Incident Summary



We have a 65.25%  
drop in office  
referrals from 12-13  
school year to 16-17  
school year!!

# Rockingham County Total Office Referrals



# Student Instructional Time Gained by Reduction of Office Referrals

Estimated Time for Student in office: 30 minutes

Estimated Time for Administrator to process referral: 30 minutes

|         | 2009-2010 | 2016-2017 | Difference    |
|---------|-----------|-----------|---------------|
| Minutes | 457,140   | 162,140   | 295,050       |
| Hours   | 7619      | 2701.5    | 4917.50       |
| Days    | 317.45    | 45        | <b>272.45</b> |

This does not include if student receives OSS, ISS , etc. This is only process time in the office to process referral that is gained by drops in office referrals.

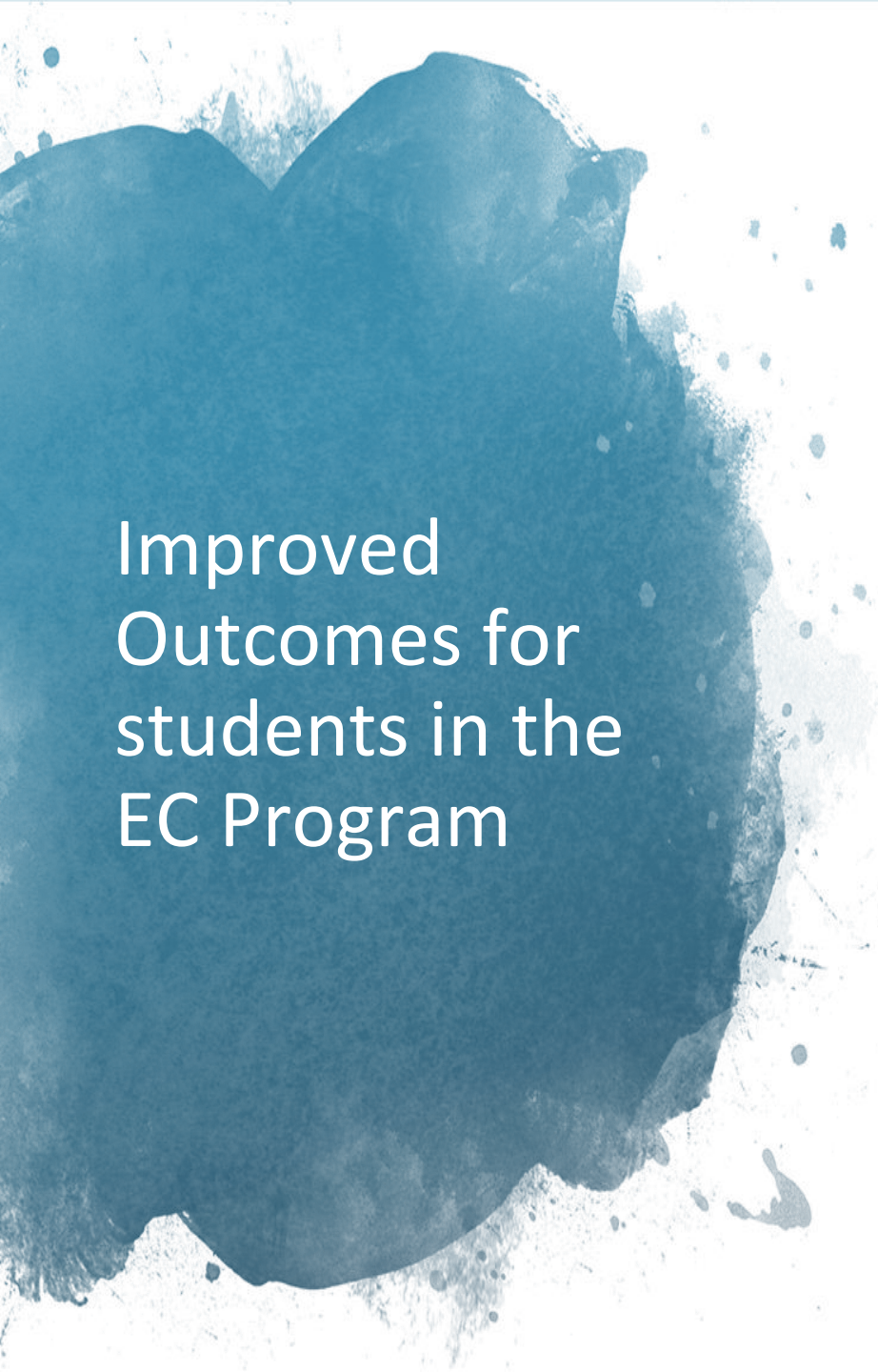
# 2013-2014 RCS Overall Risk Index and Risk Ratio

## 2012-2013

|            | Black/<br>AA | White   | Multi   | Hispanic | Asian   | Ind./Nat.<br>Haw |
|------------|--------------|---------|---------|----------|---------|------------------|
| Risk Ratio | 1.539772     | 0.77433 | 1.07521 | 0.80722  | 0.48425 | 1.42149          |

## 2016-2017


|            | Black/<br>AA | White | Multi<br>(Two or<br>More) | Hispanic | Asian | American<br>Indian/<br>Alaska<br>Native | Native<br>Hawaiian/P<br>acific<br>Islander |
|------------|--------------|-------|---------------------------|----------|-------|---|--|
| Risk Ratio | 1.48         | .82   | 1.26                      | .74      | .62   | 1.60                                    | 1.29                                       |



# Improved Outcomes for students in the EC Program



Removed  
from  
Warning  
List!



Removed from  
Warning List  
Disproportionate  
Representation  
on Homebound  
for Disciplinary  
Reasons

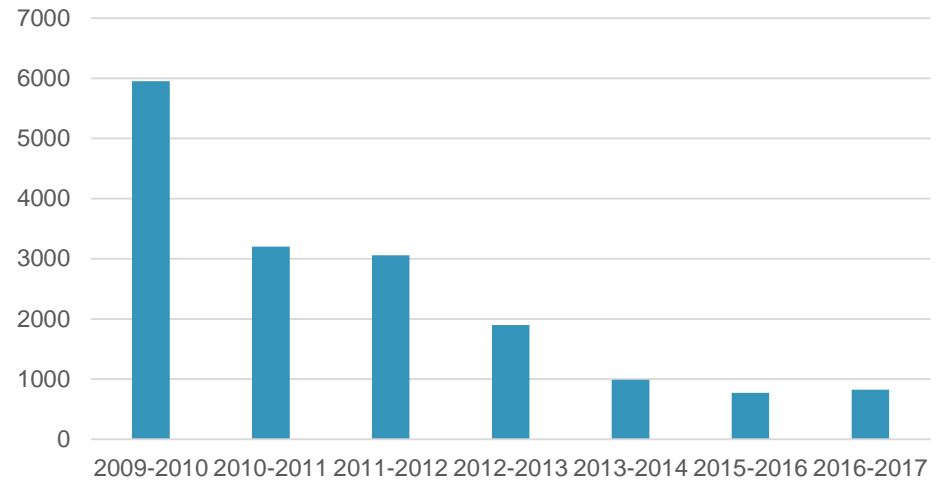


Removed from  
Warning List for  
Disproportionate  
Representation  
for OSS Greater  
than 10 days.

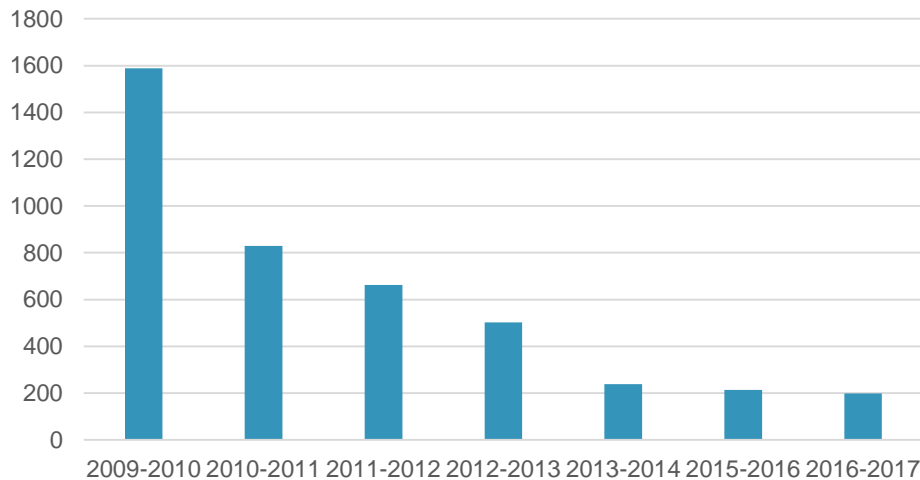
# Rockingham County Schools

## Office Referrals By Incident

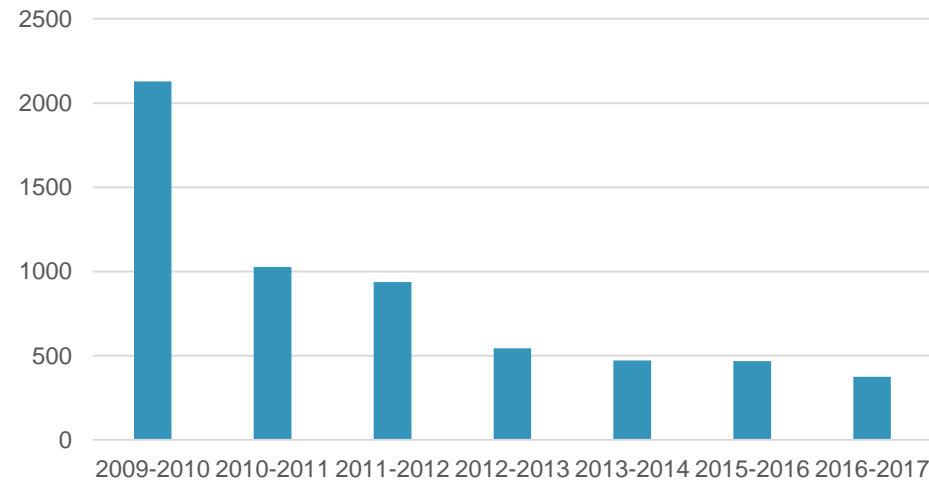
Disruptive Behavior



Disrespect



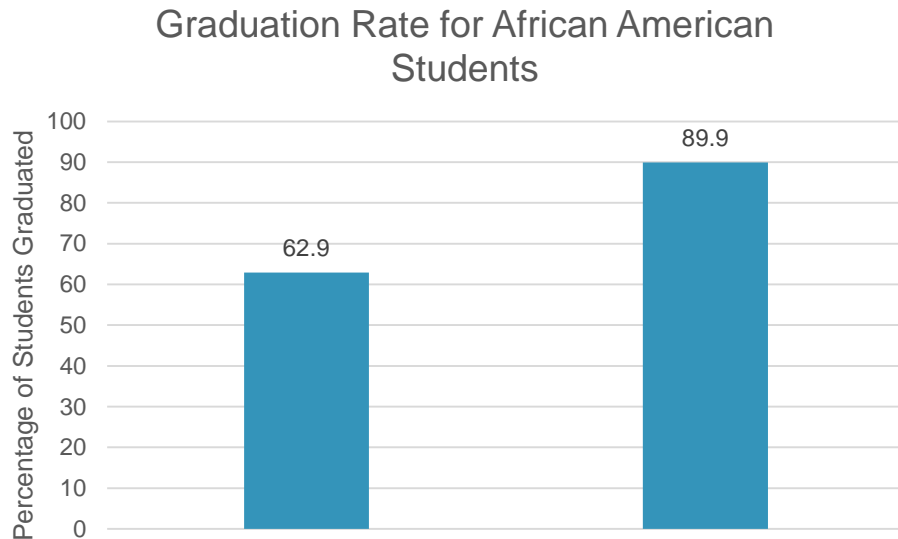
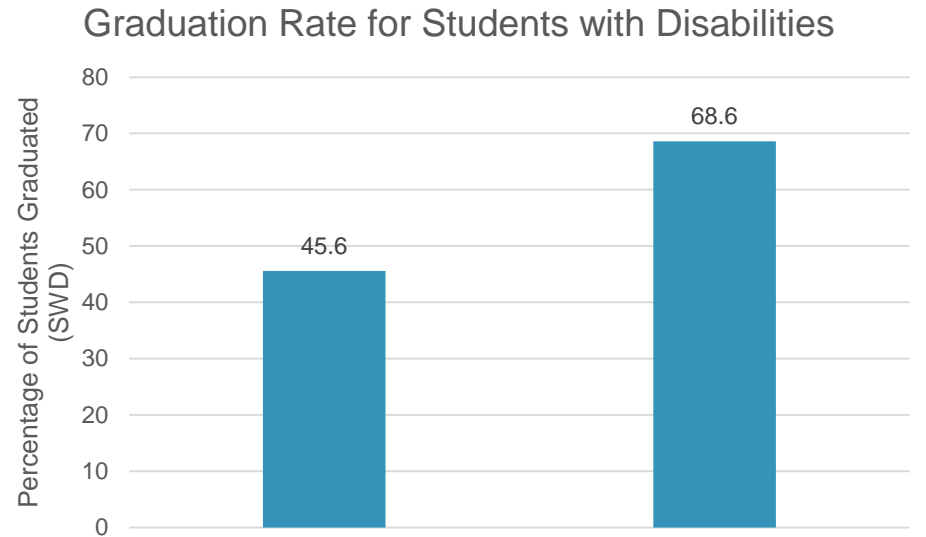
Insubordination





# Graduation Rates

RCS: 85.4%  
(District)



**Students With Disabilities: Increase  
in Graduation Rate by 10 points from  
2015-2016 to 2016-2017!**

| ISS Risk Index and Risk Ratio Summary |       |       |             |          |       |                            |                             |
|---------------------------------------|-------|-------|-------------|----------|-------|----------------------------|-----------------------------|
|                                       | Black | White | Two or more | Hispanic | Asian | Am. Indian/<br>Alaska Nat. | Nat. Hawaii/<br>Pac. Island |
| ISS                                   | 245   | 504   | 63          | 124      | 0     | 0                          | 0                           |
| Enrolled                              | 2425  | 7559  | 690         | 1818     | 78    | 34                         | 13                          |
| ISS Risk Index                        | 0.10  | 0.07  | 0.09        | 0.07     | 0.00  | 0.00                       | 0.00                        |
| All other ISS                         | 691   | 432   | 873         | 812      | 936   | 936                        | 936                         |
| All other enrolled                    | 10192 | 5058  | 11927       | 10799    | 12539 | 12583                      | 12604                       |
| RI for all others                     | 0.07  | 0.09  | 0.07        | 0.08     | 0.07  | 0.07                       | 0.07                        |
|                                       | Black | White | Multi       | Hispanic | Asian | A.I./Nat AK                | H/PI                        |
| ISS Risk Ratio                        | 1.49  | 0.78  | 1.25        | 0.91     | 0     | 0                          | 0                           |

| OSS Risk Index and Risk Ratio Summary |       |       |             |          |       |                            |                             |
|---------------------------------------|-------|-------|-------------|----------|-------|----------------------------|-----------------------------|
|                                       | Black | White | Two or more | Hispanic | Asian | Am. Indian/<br>Alaska Nat. | Nat. Hawaii/<br>Pac. Island |
| OSS                                   | 177   | 276   | 43          | 59       | 0     | 0                          | 0                           |
| Enrolled                              | 2425  | 7559  | 690         | 1818     | 78    | 34                         | 13                          |
| OSS Risk Index                        | 0.07  | 0.04  | 0.06        | 0.03     | 0.00  | 0.00                       | 0.00                        |
| All other referred                    | 378   | 279   | 512         | 496      | 555   | 555                        | 555                         |
| All other enrolled                    | 10192 | 5058  | 11927       | 10799    | 12539 | 12583                      | 12604                       |
| RI for all others                     | 0.04  | 0.06  | 0.04        | 0.05     | 0.04  | 0.04                       | 0.04                        |
|                                       | Black | White | Multi       | Hispanic | Asian | A.I./Nat AK                | H/PI                        |
| OSS Risk Ratio                        | 1.97  | 0.66  | 1.45        | 0.71     | 0     | 0                          | 0                           |

# New Data Dive

## SWD ISS Risk Index and Risk Ratio

|                    | Black      | White      | Two or more | Hispanic  | Asian    | Am. Indian/<br>Alaska Nat. | Nat. Hawaii/<br>Pac. Island |
|--------------------|------------|------------|-------------|-----------|----------|----------------------------|-----------------------------|
| <b>ISS</b>         | <b>226</b> | <b>415</b> | <b>52</b>   | <b>99</b> | <b>0</b> | <b>0</b>                   | <b>0</b>                    |
| Enrolled           | 481        | 1421       | 134         | 217       | 5        | 18                         | 3                           |
| ISS Risk Index     | 0.47       | 0.29       | 0.39        | 0.46      | 0.00     | 0.00                       | 0.00                        |
| All other ISS      | 566        | 377        | 740         | 693       | 792      | 792                        | 792                         |
| All other enrolled | 1798       | 858        | 2145        | 2062      | 2274     | 2261                       | 2276                        |
| RI for all others  | 0.31       | 0.44       | 0.34        | 0.34      | 0.35     | 0.35                       | 0.35                        |
|                    | Black      | White      | Multi       | Hispanic  | Asian    | A.I./Nat AK                | H/PI                        |
| ISS Risk Ratio     | 1.49       | 0.66       | 1.12        | 1.36      | 0        | 0                          | 0                           |

Students With Disabilities ISS:  
Updated Data Dive

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## SWD OSS Risk Index and Risk Ratio

|                    | Black      | White      | Two or more | Hispanic  | Asian    | Am. Indian/<br>Alaska Nat. | Nat. Hawaii/<br>Pac. Island |
|--------------------|------------|------------|-------------|-----------|----------|----------------------------|-----------------------------|
| <b>OSS</b>         | <b>177</b> | <b>276</b> | <b>43</b>   | <b>59</b> | <b>0</b> | <b>0</b>                   | <b>0</b>                    |
| Enrolled           | 481        | 1421       | 134         | 217       | 5        | 18                         | 3                           |
| OSS Risk Index     | 0.37       | 0.19       | 0.32        | 0.27      | 0.00     | 0.00                       | 0.00                        |
| All other referred | 378        | 279        | 512         | 496       | 555      | 555                        | 555                         |
| All other enrolled | 1798       | 858        | 2145        | 2062      | 2274     | 2261                       | 2276                        |
| RI for all others  | 0.21       | 0.33       | 0.24        | 0.24      | 0.24     | 0.25                       | 0.24                        |
|                    | Black      | White      | Multi       | Hispanic  | Asian    | A.I./Nat AK                | H/PI                        |
| OSS Risk Ratio     | 1.75       | 0.60       | 1.34        | 1.13      | 0        | 0                          | 0                           |

# Students With Disabilities OSS: Updated Data Dive



**Moving Forward.....  
Application for LEA/Districts,  
Schools, or Problem Solving  
Teams**

# Alignment of Practices

## Vision 2020

- Strategic Plan for District
- Behavior and Social Emotional Focus
- Equity Focus on School Improvement Plans
- Equity Focus throughout strategic plan

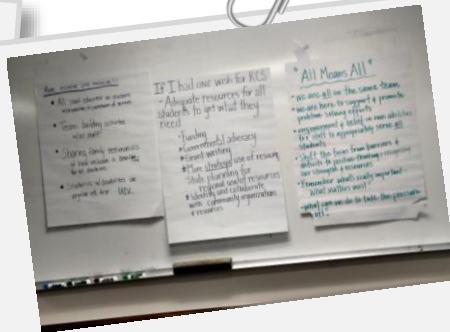
## LEA Self Assessment

- Behavioral Health Access
- Improvement in Mental Health Supports
- Increased Focus on Tier 3 Supports for Behavior
- Continued Problem Solving

# Strategic Planning



Stakeholders



Consensus Building



Leadership



Communication

## Stakeholders

Critical to successful planning is involving a multitude of stakeholders. RCS strategically invited a variety of stakeholders to participate and to contribute their ideas.

## Consensus Building

Everyone involved should be able to come to some consensus about what the organization believes are important priorities. Otherwise, moving forward, the group will not be able to manage the large task ahead of implementation.

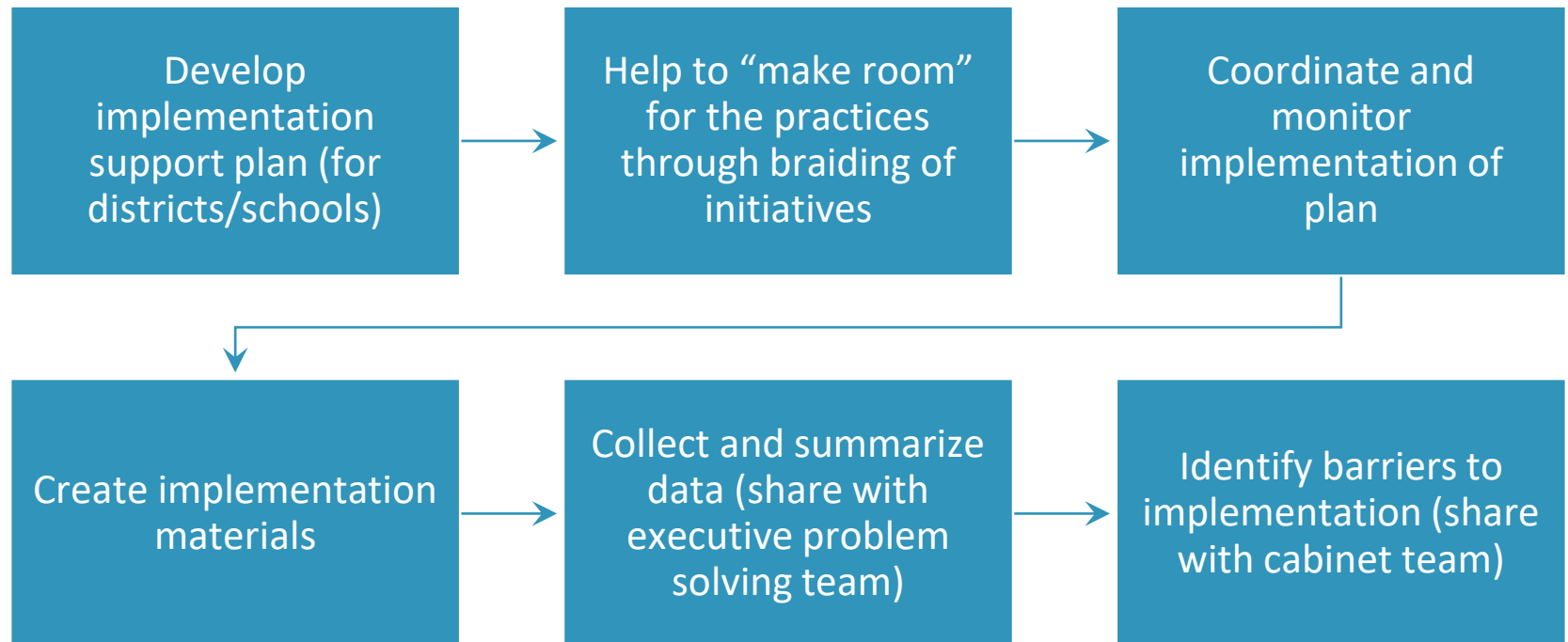
## Leadership

The Discipline Task Force and Equity Leadership Team leads and trains the schools in their implementation of equitable practices.

## Open Communication

RCS wants to ensure that parents in the schools are informed and understand appropriate interventions and problem solving take place.

# Installation/Implementation Team Activities



## Issues that Must Be Considered

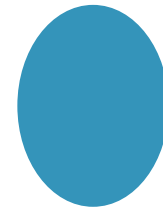
[Racial Equity  
Report Card](#)

- Capacity to Support Problem Solving
- DTF Data Coach
  - Time for Data Analysis and meeting preparation
  - Slow process; work must be done between meetings
- Focus on hypotheses and data
  - Not jump to solutions
- Authority
  - Ensure appropriate team membership
- Openness to change
- Communication- to district and schools
- Focus of the team
  - If this is done by existing team- ensure the team doesn't lose focus (PBIS)

## • Data

- Access
- Timeliness
- Skills to summarize and analyze
- Moving beyond problem identification- need raw data
- Data sets don't match across sources (business rules)

# Biggest Factor



# Layers of Support

NCDPI  
Leadership

District  
Leadership

School  
Leadership

Coaching and  
Problem  
Solving

Teacher  
Development

Monitor and  
Support

**Multicomponent  
Interventions to  
Address  
Disproportionality  
and Equity Focus**

- Be Prepared for Resistance!
- Prevent situations that can lead to disproportionate discipline
- Reduce effects of explicit bias through effective policies
- Reduce effects of implicit bias through specific training
- Use data for decision making
- School Discipline Guidance

<http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>

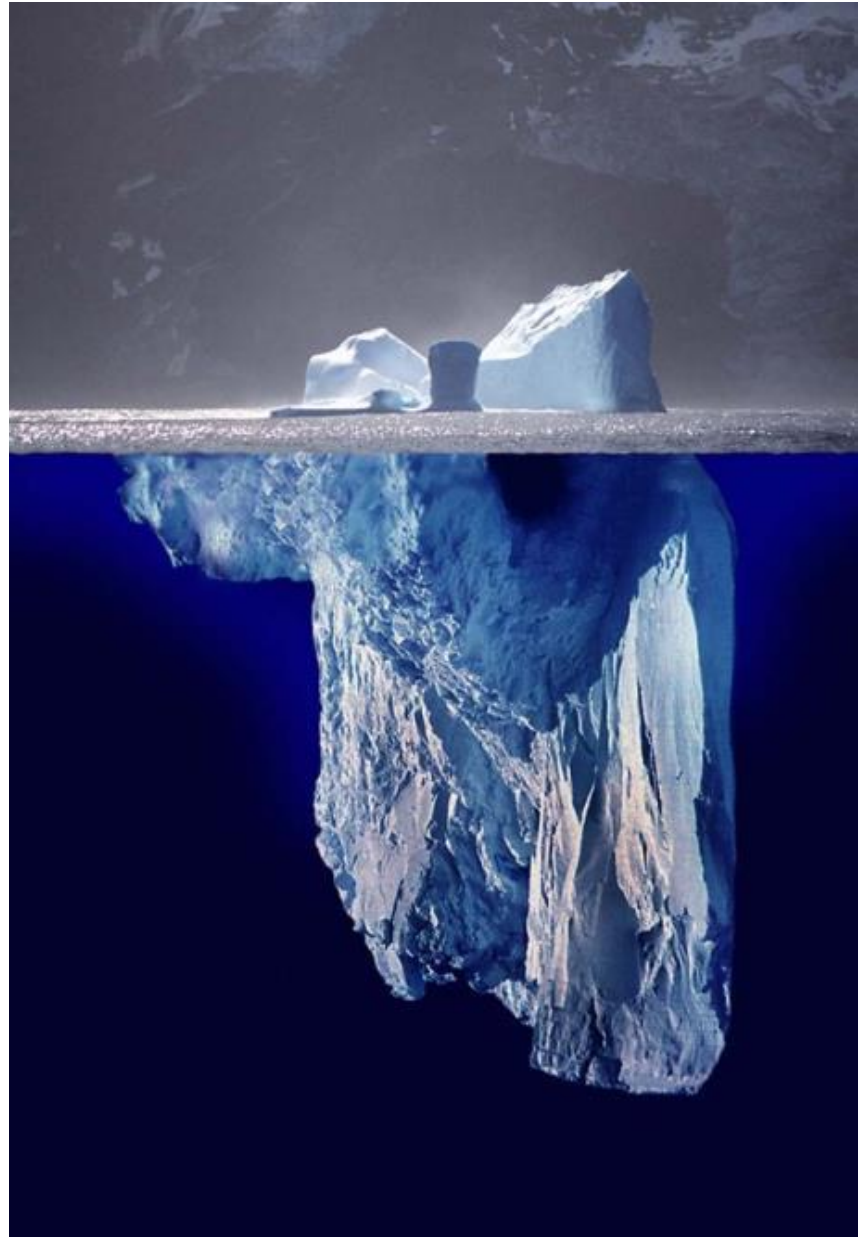
# Reflection of Implementation Applied at District Level

Implementation is not  
an event.

A mission-oriented  
process involving  
multiple decisions,  
actions, and  
corrections.


Look  
Beneath  
the  
Surface.

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## Contact Information

- Stephanie Lowe Ellis, Ed.S, NCSP
    - Executive Director of Exceptional Children and Mental Health Programs/District Crisis
    - Rockingham County Schools
    - Email: [slellis@rock.k12.nc.us](mailto:slellis@rock.k12.nc.us)
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